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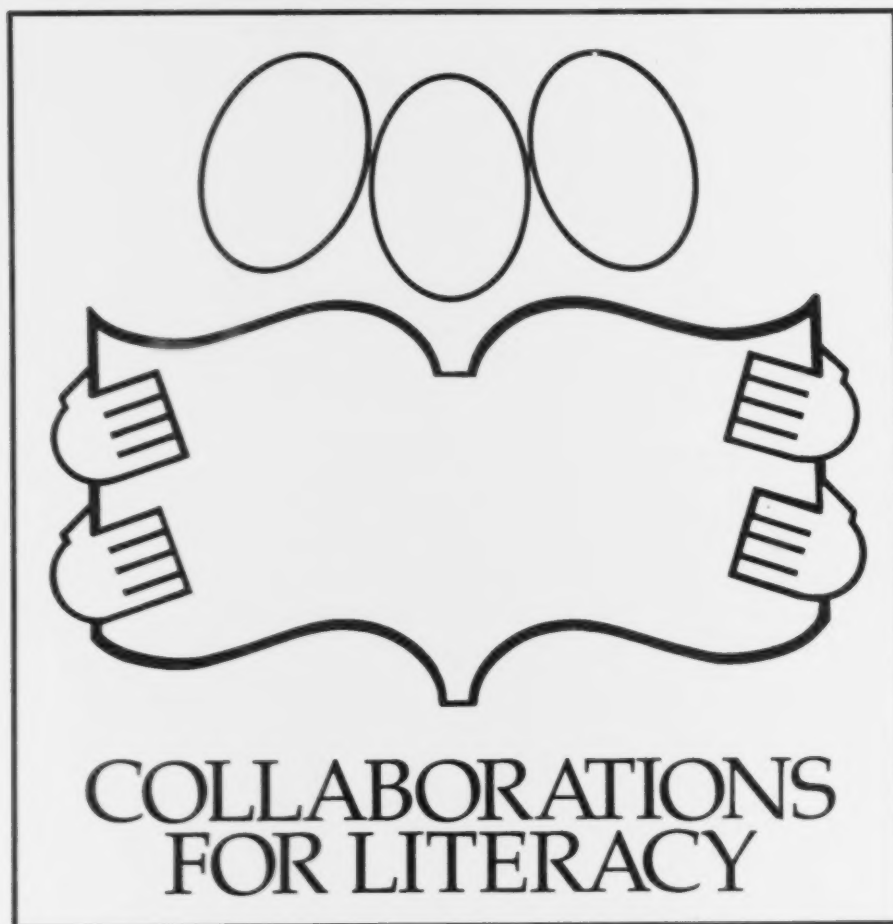
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ABSTRACT

"Collaborations for Literacy" is a project conducted at Boston University (Massachusetts) that uses college work-study students to teach adults to read through reading to and with a child. This instruction is provided at two Boston neighborhood sites (Jackson-Mann Community School and the Brighton branch of the Boston Public Library). The project uses the "Reading Rainbow" television series and its featured books as motivation and as the basis for cooperative adult-child reading activities facilitated by the college student-tutor. This administrator's handbook describes the project and provides tips for developing a work-study tutoring program on other college campuses. The book is organized in six sections. The first section provides an overview of the "Collaborations for Literacy" project in a question-and-answer format. In the second section, the problem of adult literacy and some approaches to remedying it are described. Section 3 describes the "Collaborations for Literacy" project, including staff, sponsors, and funding. In the fourth section, the tutoring approach used by "Collaborations for Literacy" is described; in the following extensive section, suggestions for setting up a similar work-study tutoring program are given. Plans are outlined in a step-by-step task-oriented way, and blank forms are provided. The final section offers insights and perspectives on adult literacy projects from the perspective of the two years of operation of the "Collaboration for Literacy" program. A bibliography is included in the guide. (KC)

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Administrator's Handbook



Ruth S. Nickse and Nancy Englander

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an intergenerational reading project

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Sponsors

Massachusetts Department of Education

B. Dalton Bookseller

Godfrey M. Hyams Trust

Collaborations for Literacy is a project of Boston University.

All work on the project and on this handbook is directed by

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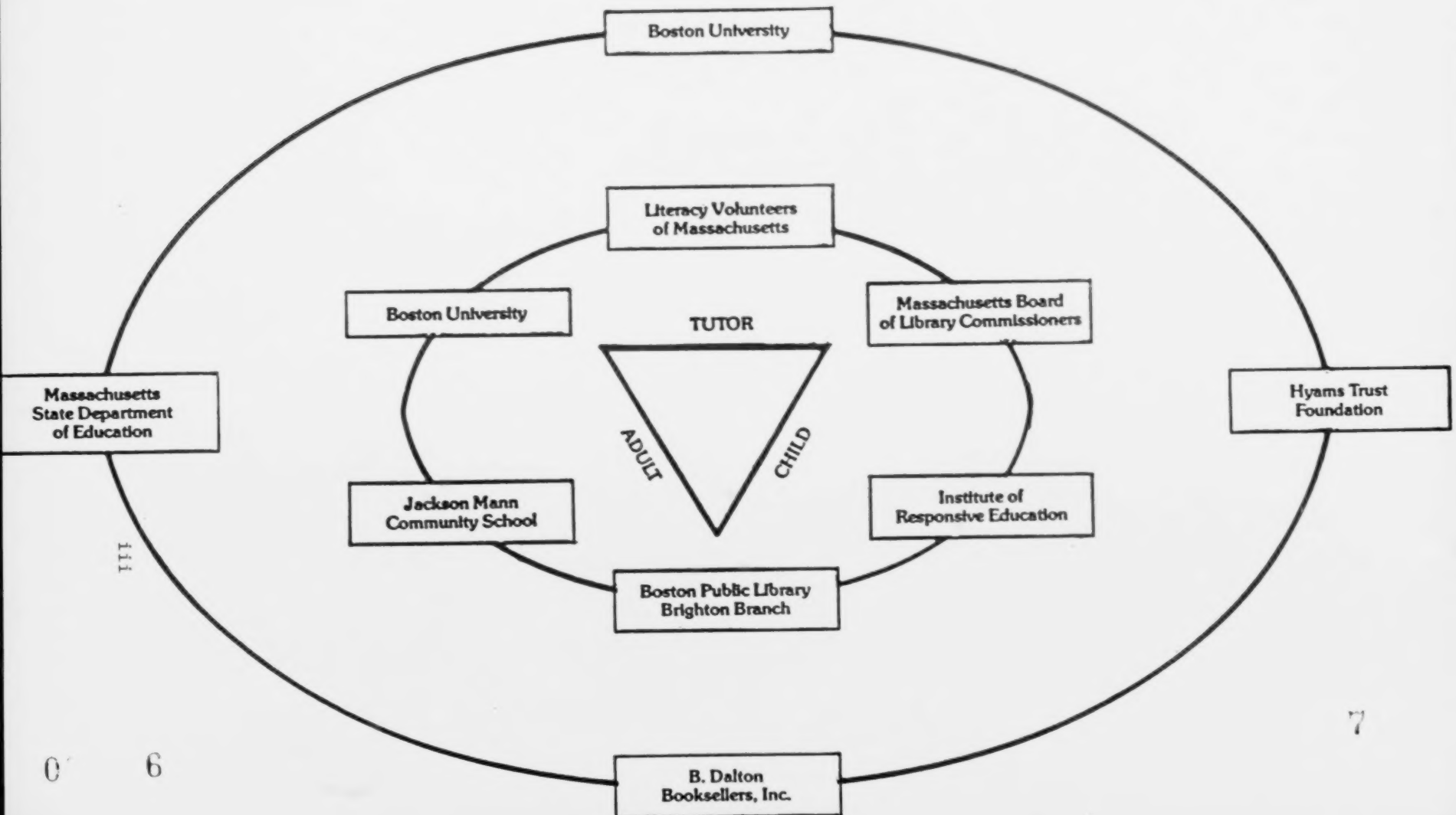
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Finally, this book exists because of the Boston University Adult Literacy Tutors who make it all possible.

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BOSTON UNIVERSITY
COLLABORATIONS FOR LITERACY:
 An Intergenerational Reading Project
 1984-1985



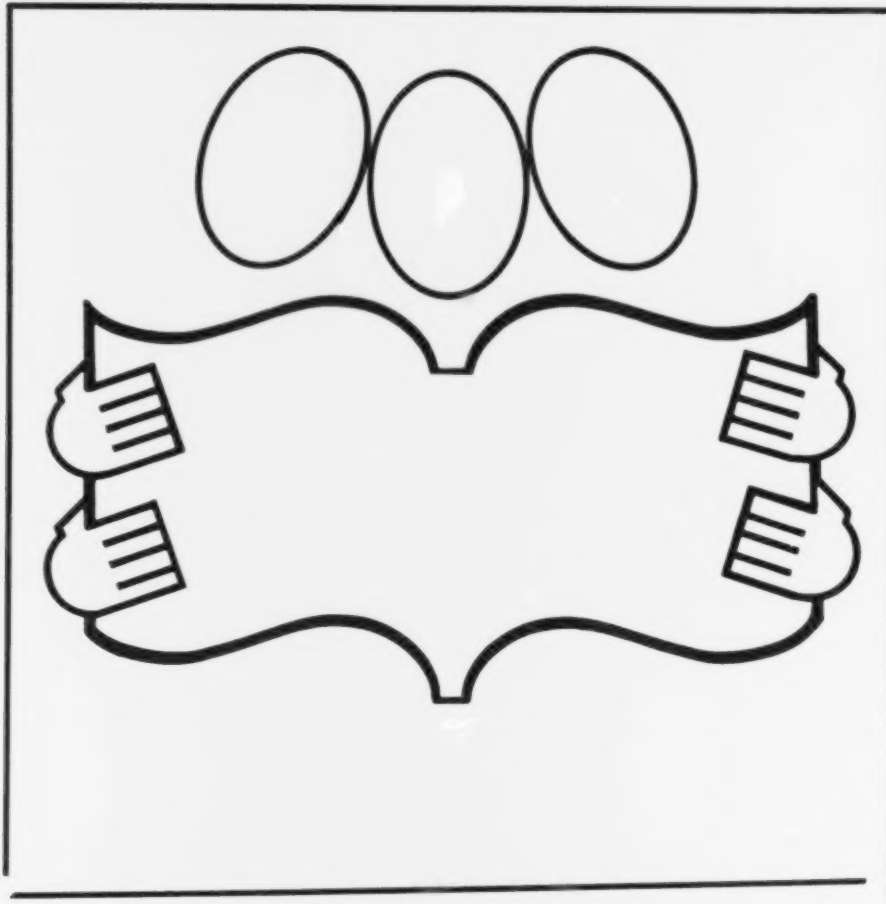
COLLABORATIONS FOR LITERACY

Boston University

Staff List 1984-1985

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1. Overview

COLLABORATIONS FOR LITERACY: AN OVERVIEW

Q. What is Collaborations for Literacy?

A. Collaborations for Literacy: An Intergenerational Reading Project is a community-based tutoring effort developed by Boston University which trains College Work-Study students to serve as literacy tutors. These students provide individualized reading instruction to adults with low-level reading skills (grades 0-4) at two Boston neighborhood sites (Jackson-Mann Community School and the Brighton branch of the Boston Public Library). The project has been developed as part of the National Adult Literacy Initiative, a Federal effort which seeks to expand existing basic skills programs in the country and to encourage the development of new programs.

Q. Who participates in Collaborations for Literacy?

A. In each of the past two years, 25-30 English-speaking adults, ages 16 and older, who are out of school and without high school diplomas, have been recruited to participate in the program through community-based service agencies. In the 1984-85 program year, many participants have agreed to read to and with children ages 4-11 on a regular basis in order to combat the intergenerational effects of illiteracy.

Q. How are tutoring services provided?

A. Fifteen carefully selected College Work-Study students trained by Literacy Volunteers of Massachusetts provide free literacy tutoring at community sites. Each tutor meets with one or two adults twice a week for approximately 1 1/2 hours per session. In 1984-85, the tutors have been using the popular television series, Reading Rainbow, and its featured books to teach adults to read. Collaborations for Literacy has designed a set of curriculum activities based on the television series and books to help adults and children share the enjoyment of reading while improving their reading skills.

Q. Why does Collaborations for Literacy provide individualized tutoring?

A. One-to-one reading instruction is particularly helpful to adults with grade level 0-4 reading skills. Life problems and attitudes toward formal schooling often make one-to-one tutoring the only alternative for this population. As their reading skills and self-confidence improve, however, some tutoring program participants can be referred to "class-based" adult basic education or employment training programs in the community.

Q. Who sponsors Collaborations for Literacy?

A. Sponsors of the project are the Massachusetts Department of Education, the Godfrey M. Hyams Trust

Foundation, B. Dalton Bookseller, Inc., and Boston University.

Q. Why is the program called Collaborations for Literacy?

A. The effort represents a unique partnership between several public and private agencies, each of which contributes special expertise. These include a university (Boston University), a community school (Jackson-Mann, serving the communities of Allston and Brighton, in the Boston urban area), a library (Brighton branch of the Boston Public Library), and three organizations (Literacy Volunteers of Massachusetts, the Massachusetts Board of Library Commissioners, and the Institute for Responsive Education). All collaborators contribute to the project through formal and informal meetings and by providing formally agreed-upon services.

Collaboration is also a key element of the relationship between the tutor and the adult learner, and the adult learner and the child. These collaborators work together to improve family literacy, and in the process all learn from one another.

Q. Besides the adult learner and child, how do the other collaborators benefit from this project?

A. College Work-Study students not only earn money for their education, but also gain knowledge about people different from themselves. Jackson-Mann Community School receives referrals of learners who

have progressed sufficiently to join a "class-based" adult basic education program. Literacy Volunteers of Massachusetts, which trains the tutors, has access to a group of potential volunteer tutors once the students leave college. In addition, the Boston Public Library benefits by extending its membership and services to new readers and their children.

Q. Why does the project focus on intergenerational literacy?

A. Both common sense and research support an intergenerational approach to reading in order to help families break the cycle of illiteracy. Adults who do not read well cannot serve as models for appropriate reading behaviors. They cannot help children with their homework, participate in school decisions or activities, or pass on an appreciation for reading. Thus, children who live with low-literacy parents often have difficulty learning to read.

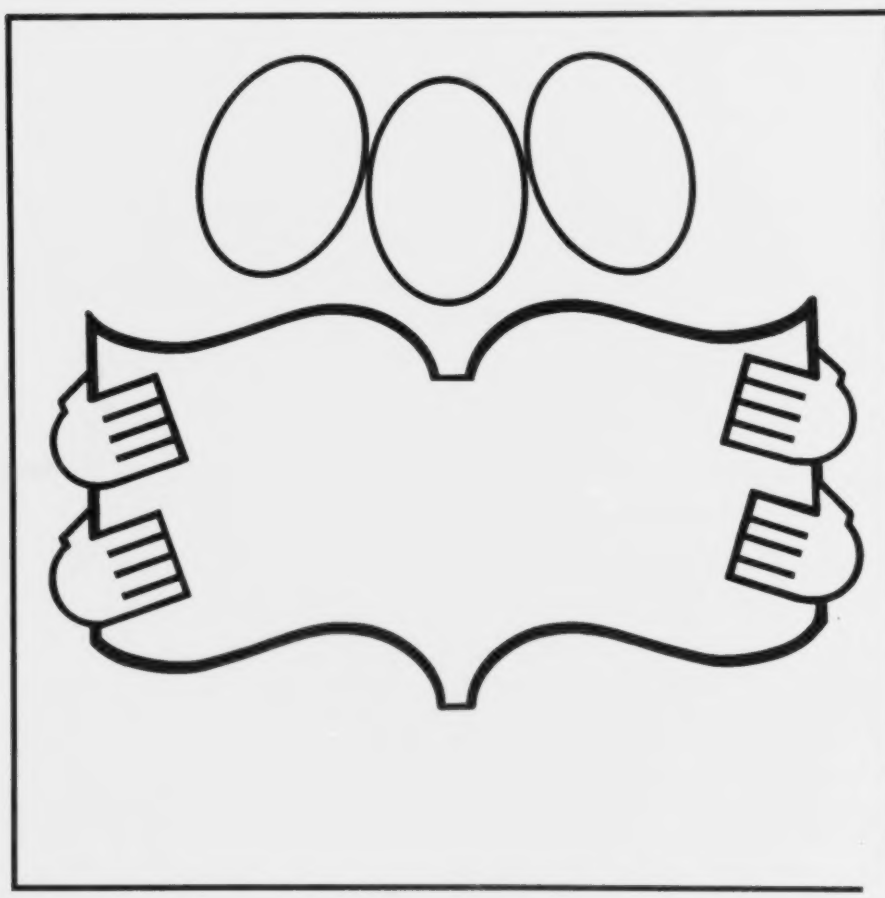
In addition, current research tells us that adults in tutoring programs who have children in school tend to stay in tutoring longer. Children in school whose parents participate in adult basic education show more positive school behaviors and attitudes. In addition, children whose parents read seem to be more successful as early readers.

Q. Where is Collaborations for Literacy located?

A. The project office is located at the School of Education, Boston University, 605 Commonwealth Avenue, Boston, Massachusetts 02215. The project director is

Ruth S. Nickse, Associate Professor, Adult and Continuing Education, School of Education, Boston University. The assistant project director is Nancy Englander. Both can be reached at (617) 353-4667 or 353-4634.

Information about the program is also available from the Boston Public Library, Brighton Branch, 40 Academy Hill Road, Brighton, Massachusetts 02135 (Tel.: 617-782-6032).



2. **Adult Illiteracy: Issues and Responses**

ADULT ILLITERACY: ISSUES AND RESPONSES

BACKGROUND ON ADULT ILLITERACY

Since definitions of literacy or illiteracy are relative to time and place, educators currently focus on "functional illiteracy." It is described by Hunter and Harman as the "lack of skills perceived as necessary by particular persons and groups to fulfill their own self-determined objectives as family and community members, citizens, consumers, job-holders, and members of social, religious or other associations of their choosing."¹ In another definition, the U.S. Census Bureau describes an illiterate as someone at least 14 years old who has not completed the fifth grade.

Adult functional illiterates are found throughout the United States, in every region, state and community. The group includes the young adult who wants to leave a menial job, but cannot read a help-wanted advertisement, fill out a new job application, or become skilled at a new job that involves reading. It includes the young mother who cannot read bedtime stories to her children, provide pre-school "reading readiness" training in the home, or educational support once her children enter school. It also includes the middle-aged adult who keeps his job by hiding his reading difficulties and the grandmother who has raised a family and has retired from the work force, but cannot read the directions on a TV-dinner package.

Forty percent of adults with yearly incomes of less than \$5,000 are judged "functionally

"A lot of people noticed that I had a speech problem. I couldn't pronounce words right and I couldn't read at all. My daughter, who's in the second grade, would bring books home and I couldn't read them. I was embarrassed, and I didn't want my daughter to think she knew more than I did."

incompetent." More than one-third of mothers collecting Aid for Families with Dependent Children (AFDC) are estimated to be either functionally or marginally illiterate. And among incarcerated adults, some 60% have an eighth grade education or less. But illiteracy is not confined to those on the margins of society: walk down a busy street in any major American city and odds are that one of every five adults you pass will be a non-reader.

An estimated 27 million American adults are functionally illiterate according to a study completed at the University of Texas in 1975 at the request of the Division of Adult Education of the U.S. Office of Education. These adults cannot understand a bus schedule, address a letter properly, or determine if their paychecks are correct. This study also reports that another 45 million are marginally illiterate, which means they are able to function in the society, but cannot function proficiently.

There are many causes of adult illiteracy. As children, today's illiterate adults may have dropped out of school due to health problems or because their families moved them from one school to another. Some may have been labeled "slow" or "dumb" as young children and gave up trying to learn, and others may have dropped out of school to support their families. Some may have left school out of boredom, and still others may have obtained a high school diploma, but never acquired basic skills.

Costs of Illiteracy. Illiterate adults suffer psychologically, socially and economically. Both the non-reader and the general public share certain myths about people who have poor reading skills or are

illiterate. According to Eberlee and Robinson many illiterate people feel that "something is wrong with them; they are dumb, morons, incompetent at everything and guilty of something, afflicted with illiteracy by their own choice, and as children in classrooms, wasted teachers' time, space and materials."²

Persons with poor skills often lack self-esteem, feel continually vulnerable and dependent, and also feel that they lack control over their lives. They fear that they will make errors that will cost money and impair the safety of themselves and others. For many, this fear is real. In addition, they may expend enormous energy masking their illiteracy with elaborate excuses and strategies. For example, an illiterate adult may pretend that he or she can read by carrying a newspaper or magazine to work, or may order from a menu by "reading" the pictures rather than the words.

In all, the economic tab for illiteracy totals approximately \$20 billion each year.³ Government studies show a high correlation between illiteracy and low-income levels, unemployment and under-employment, the need for public assistance, and involvement in crime; an estimated 75% of unemployed adults in the U.S. are functionally illiterate, costing taxpayers an estimated \$6 billion yearly in welfare and unemployment payments.⁴ In addition, an estimated \$237 million in unrealized earnings are forfeited annually by people who lack basic learning.⁵ Clearly, the costs are too high.

THE INTERGENERATIONAL EFFECTS OF ILLITERACY

"I see everyone else reading and I want to read, too. I don't want my children to be in the same position (as I am); they are my heartbeat!"

Between one-fifth and one-third of all parents, and more than half of non-white mothers cannot read a bedtime story to their children.⁶ Although illiteracy is not "hereditary," poor reading skills can be passed from one generation to another.

One reason is that adults with low reading skills cannot share an appreciation for reading with their children. Another is that their children grow up in homes devoid of books and print materials, partly due to family finances, but often because books are of no use to parents who cannot read. In such homes, the child is not stimulated to read in the pre-school years. Later, when he or she enters school, the parent often is unable to provide educational support and is unlikely to participate in decisions related to the child's educational progress. Often, the parent cannot respond to the materials and notes sent home by a teacher or administrator.

"I don't feel comfortable talking to her teacher. Sometimes I feel it is because of my skills. The teacher will say, 'See, this is what I have written down.' And I say to myself, 'What does it say?'"

Such adults often are viewed as uninterested by teachers and administrators, but, in reality, they do not have the skills to participate in their children's school life.

THE FEDERAL ADULT BASIC EDUCATION PROGRAM

The Federal Adult Education Act of 1984 and its Amendments provide funds to the States for adult basic and secondary education and for research, development, demonstration, and evaluation of adult education. These funds are allocated to the States on a formula basis and the States, in turn, fund local programs and special projects.

ADULT BASIC EDUCATION IN MASSACHUSETTS

The Massachusetts Department of Education, Bureau of Student, Community and Adult Services, uses federal (The Federal Adult Education Act) and state (The Commonwealth Adult Basic Skills Act) funds to provide education for approximately 32,000 adults who are in need of basic skills instruction, who wish to obtain a high school diploma (GED), or who have limited English proficiency. Currently, Massachusetts funds 66 individual learning centers operating in public and community schools, non-profit agencies, community colleges and correctional institutions. Ten special projects and two state-wide instructional programs also receive funding.

ADULT BASIC EDUCATION IN BOSTON

An estimated 40% of Boston adults over age 25 are without a high school diploma, and many have attended only grade school. Adding to the problem is the high dropout rate in the Boston Public Schools. In the spring of 1984, 47% of Boston Public School students left the system without earning a high school diploma. Several of the previously-mentioned state and Federally-funded adult literacy programs serve the Greater Boston area and the city of Boston. ABE services also are offered through a variety of public and private organizations, among which the best known is the Neighborhood Development and Employment Agency located in Boston, which supports 16 programs throughout Greater Boston and a technical assistance center at Roxbury Community College. However, again,

most services are provided in small groups or classes and thus cannot meet the needs of many lower-skill-level adults.

THE NEED FOR LITERACY TUTORS

While existing ABE programs meet many needs, there are still large numbers of adults who cannot learn in a classroom setting and who need more individualized instruction. One-to-one tutoring has been found to be an important teaching strategy to meet the needs of adult learners with particularly low basic skills and self-confidence. Tutoring "works" for many adults because there is no peer pressure, tutoring schedules can be flexible, instruction can be individualized to address specific reading problems, the adult cannot be ignored or overlooked, and the adult's reading "problem" is more likely to be kept confidential. For many adults with a literacy problem, a tutoring experience can represent the first successful and satisfying learning event they can remember. For example, the following was expressed by learners participating in Boston University's Collaborations for Literacy Project:

I've learned a hell of a lot. At first I thought, 'this is going to be boring, do I really want to do this?' Then I got to know my tutor and she made it exciting. I can read to my daughter now. Sometimes I get tongue-twisted, but that's expected. But I can read more and help her with her homework for the very first time."

- 25 year old mother of one

"When I first came here I couldn't read a straight sentence out of a book. I didn't have the confidence to read it because I've always been told that I couldn't read. Through her [my tutor] encouragement and patience, my expectations and accomplishments have changed. They went beyond just beginning to read, beyond reading to my children...to reading and enjoying reading for myself. I want to learn more and take the time to read."

- 25 year old mother of three

* * *

"When I first started with Collaborations for Literacy I thought it would be like every other program, 'sounds good, but you don't really get much out of it.' But working with my tutor, she turned me around, she was patient, not discouraging, she made it comfortable for me."

- 27 year old maintenance worker and father of two

* * *

"My tutor is a friend. When I was in school, teachers were not your friends. It was nice having a friend to learn from -- I think that that's what a tutor is for me. It was nothing like being in school. She made me want to learn."

- 26 year old mother of one

* * *

"Since I started with my tutor, I'm reading things that I couldn't read before, like the doctor's report for my children. Before I didn't know what they meant...I was just kidding myself, I didn't know what they were saying."

- 24 year old mother of two

SOURCES OF TUTORS

National volunteer organizations such as Laubach Literacy Action and Literacy Volunteers of America,

both with headquarters in Syracuse, New York, presently operate about 700 tutoring programs, serving about 63,000 adults. Both organizations train and certify tutors to teach reading (including English-as-a-Second-Language), provide management and organizational assistance to local tutoring programs, and prepare instructional materials used by their own tutors and tutors around the country. Both organizations produce teaching materials for training volunteer tutors and tutoring adults. Many of their materials are used in adult basic education programs beyond their organizational networks. In addition, these organizations are also a primary source of tutor training in other literacy efforts. Both organizations have a long history of literacy service and a solid record of achievement in training volunteer literacy tutors.

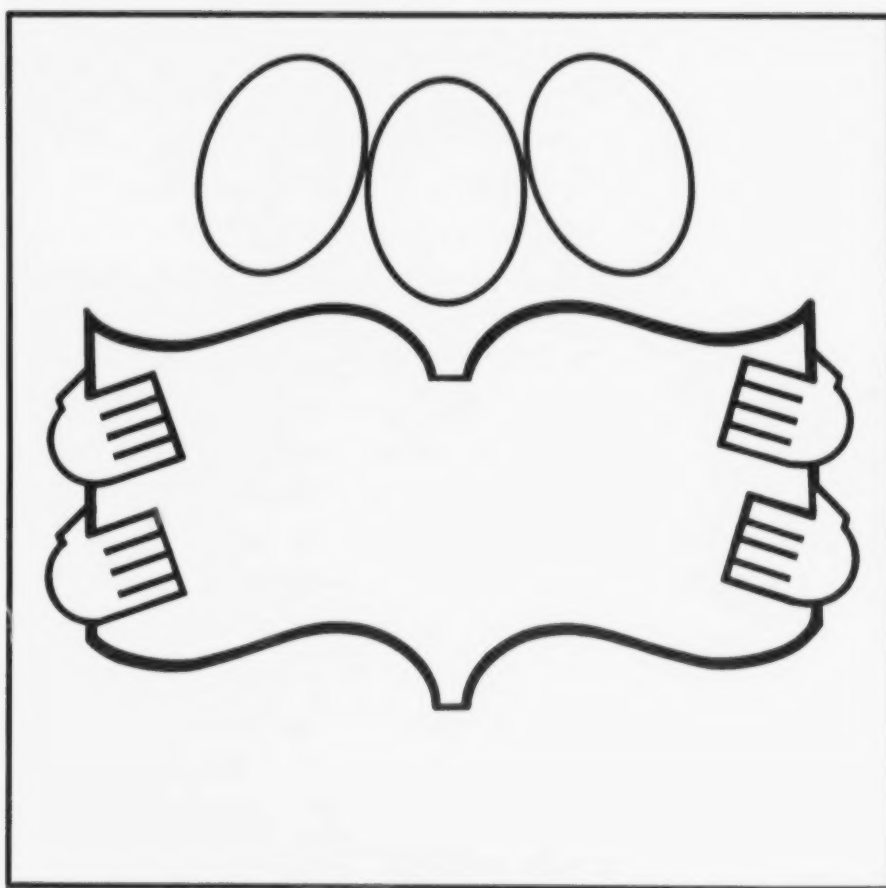
Building on earlier efforts, Collaborations for Literacy uses a largely untapped source of literacy tutors -- college students who are eligible to participate in a College Work-Study program. The Federal Higher Education Act provides Federal assistance to promote part-time employment for students needing to earn money to meet college expenses. The program is a financial aid alternative for post-secondary school students and is commonly used in combination with other grants, loans, and scholarships, available through colleges and universities.

To be eligible to participate, undergraduate, graduate, or professional students must be enrolled in full-time college programs and must demonstrate financial need. Students can be employed on campus or off campus at public or private non-profit agencies or

organizations. Federal funds finance up to 80% of the costs of such part-time employment, and the remaining 20% is paid by the hiring institution or agency.

College Work-Study awards must be renewed by students annually through the college financial aid office.

During 1984-85, an estimated 870,000 student awards were made under the College Work-Study program, with an estimated average annual award of approximately \$750 per student. About 3,600 institutions are currently participating in the College Work-Study program nationally, and in 1984-85, about 50 are now using Work-Study funds to pay students to work as literacy tutors.⁷



3. Collaborations for Literacy

COLLABORATIONS FOR LITERACY

THE NATIONAL ADULT LITERACY INITIATIVE

On September 3, 1983, President Ronald Reagan and former Commissioner of Education, Terrel Bell, announced a new effort by the U.S. Department of Education to promote adult literacy in the United States. The program, known as the National Adult Literacy Initiative, encourages the development of new literacy programs that make wider use of volunteers. Among the activities promoted by the Initiative is the College Work-Study Project, which encourages colleges and universities to promote adult literacy by using College Work-Study students as literacy workers. To this end, in 1983, the U.S. Department of Education granted an additional \$360,000 to 18 colleges and universities to augment their regular work-study allocations.⁸ The institutions, one of which was Boston University, agreed to implement pilot adult literacy projects and to train and pay students to serve as literacy tutors.

ORIGINS OF COLLABORATIONS FOR LITERACY

When Boston University initiated Collaborations for Literacy as part of the National Adult Literacy Initiative, it was continuing its long-term commitment to College Work-Study employment activities. Boston University's Work-Study program was first funded in the mid-1960's and has since been cited as a model program in terms of placing students with off-campus community organizations. During the past two decades,

nearly 20,000 Boston University Work-Study students have been employed in on- and off- campus non-profit organizations.

Ann McCormick, Director of Student Employment, and Ruth S. Nickse, Associate Professor of Adult and Continuing Education, became co-directors of the Boston University Adult Literacy Initiative in September, 1983. Since that time, the original model adult literacy project has been designed and implemented at Boston University and the staff has had two years' experience in administering the program. More specifically, staff members have had first-hand experience in meeting two needs: providing adult literacy tutoring jobs to college students who must earn money for college expenses and providing needy adults with one-to-one individualized, caring, reading instruction.

PROGRAM DESCRIPTION

The Collaborations for Literacy program has four main components:

College Work-Study students are used as literacy tutors. Collaborations for Literacy employs 15 students, mostly undergraduates, as tutors. This idea, attributed to former Commissioner of Education Terrel Bell, has the potential for increasing the number of literacy workers across the country. Chapter 6 elaborates on the benefits of using students as literacy tutors.

Collaborators are key to the project. Collaborations for Literacy involves a wide range of public and private agencies in the effort to improve

literacy. Illiteracy is a community problem and cooperative planning is essential in efforts to ameliorate it. Cooperative planning and referrals enable appropriate and increased literacy services to reach adults in need of instruction. Linkages between programs prevent adult learners from being lost in a maze of diverse social service programs.

Reading is taught through an intergenerational approach. Collaborations For Literacy capitalizes on the interest most adults show in their children's welfare and on their concern for improving their children's reading skills. The program is designed to assist adults in improving their own skills and then passing along such skills to their children.

Reading Rainbow television tapes and books are used in literacy instruction. Since most children and adults watch television, Collaborations for Literacy incorporates the Reading Rainbow television tapes and books into its instructional design. Collaborations for Literacy is the first and only project to use this series with adults as part of a teaching sequence, according to the producers of Reading Rainbow.

"Reading to my daughter helps me improve my skills. She's failing in school. I figure because of my background, when she was little I couldn't read to her. I figure now that I can read, it will help her in school."

PROGRAM PARTICIPANTS

Adult learners who participate in Collaborations for Literacy come from diverse backgrounds. They are between the ages of 16 and 60 years, and the average age of a participant is 32. Among them, they have 13 children in elementary school. Half of the group participants are white, and the remainder are from minority groups. Men and women are equally represented in the group and about half of all

"You're wondering why you can't read — you say to yourself, it's time to put this nonsense to a halt."

participants are employed; the remainder receive public assistance. Those who are employed often work at low-skilled or low-paying jobs, such as those of nursing assistant, bus monitor, shipping clerk, cook and waitress. In a representative group, seven adults had completed only the eighth grade, 14 had dropped out of school at the end of the tenth grade, and eight had graduated from high school, but were reading below the fifth grade level.

While most adults enter the program in order to learn to read or read better, most learners also hope such skills can lead to a job or a better job. Learners have expressed aspirations to become computer technicians, social workers, food service managers, nurses and child psychologists. Group members also tend to share a number of general feelings and experiences about schooling. Many learners mention being overlooked or bullied by teachers and report family problems which disrupted their schooling.

"I didn't have good experiences in school. I was out of school a lot. My mother was very sick, and my father worked all day. I stayed up all night with my mother. They just pushed me through school up until the tenth grade, then I just dropped out."

- A Collaborations for Literacy participant

Learners also speak of the psychological and economic costs of being poor readers and of their fears that such poor skills will be transmitted to their children. In several cases, they are concerned because their children are already having trouble in school.

"My daughter is failing in school -- I figure because of my background. When she was little I couldn't read to her. I figure now that I can read it will help her in school."

- A 25 year old single mother

PROJECT STAFF

Boston University is the source of all administrative staff for the Collaborations for Literacy project. Staff members include the project director who is responsible for all project operations and who also serves as faculty advisor for the academic component, an assistant project director who is a graduate assistant, a faculty member who serves as a reading consultant, an undergraduate Work-Study student who serves as the tutor coordinator, and an administrative assistant.

In addition to these staff members, 15 Work-Study eligible college students are hired as adult literacy tutors through the Student Employment office. Salaries for tutors are paid largely through federal College Work-Study funds (80%), with the remaining share (20%) paid by Boston University. All project staff members and tutors are part-time workers. Job descriptions appear in Chapter 5. (See page 69.)

PROJECT SPONSORS

Funds for staff salaries and other project expenses have been raised through a number of community resources. Each project "sponsor" has a unique interest in adult literacy and a commitment to funding projects that approach the problem in a unique way. Project sponsors include the following:

The Massachusetts Department of Education, the primary sponsor, funds the project with Federal money designated for Special Projects in Adult Basic Education. To receive such funds, the project must develop a product that can be used by other organizations interested in promoting Adult Basic Education. This handbook is one example and is intended as a guide for other colleges and universities interested in administering a similar project.

B. Dalton Bookseller, Inc., another project sponsor, leads the nation in its corporate commitment to adult literacy. Funds are provided through the company's philanthropic program which mandates the use of the financial and human resources of the company for public issues relating to its business.

Through its parent organization, the Dayton Hudson Corporation, and the Dayton Hudson Foundation, this publisher has committed \$3 million during a four-year-period (1983-87) to promote adult literacy. B. Dalton is using the money to provide grants to strengthen adult literacy programs already in operation and to develop model projects for improving the national delivery system as a whole. The company also provides management and technical assistance to literacy programs, encourages company employees to serve as volunteers in literacy programs, and promotes the development of community-based literacy volunteer programs.

B. Dalton recently became a major funder for the Reading Rainbow television series, which, as described in Chapter 4, is a major component of the Collaborations for Literacy curriculum.

The Godfrey M. Hyams Trust Foundation primarily grants monies primarily to charitable organizations that provide social services to persons in need in the metropolitan Boston area. The Trust has an ongoing interest and commitment to assist creative projects that meet the basic needs of individuals whose lives are impacted by economic and political influences beyond their control. The Hyams Trust makes it possible for many organizations to sustain exemplary services and to encourage new approaches, such as Collaborations for Literacy, that generate new solutions to the needs of different sectors of the population.

PROJECT COLLABORATORS

Collaborations for Literacy is a creative adult literacy effort which has been planned, developed, and implemented through the collaborative efforts of many community agencies. The organizations have formed a unique partnership through which each collaborator contributes resources and, in turn, satisfies some of its own institutional needs. The collaborators include a university, a community school adult basic education program, a branch of the Boston Public Library, and a volunteer adult literacy organization. Each collaborator contributes advice, expertise, materials or facilities.

Boston University's School of Education provides office space, office support services, and technical assistance for developing proposals. It also provides library and media services.

The project itself purchases VCR's, monitors, video tapes, and children's books for the community tutoring sites with grant funds.

The State Director of Literacy Volunteers of Massachusetts helped design Collaborations for Literacy and now serves as trainer and consultant to the project. The organization also provides an 18-hour tutor-training workshop focusing on four basic reading techniques. In turn, Literacy Volunteers receives referrals to its own program, earns money by training the tutors, and develops contacts with potential volunteer literacy tutors.

The Jackson-Mann Community School Adult Basic Education Program provides a neighborhood tutoring site that is familiar to many program participants. It also provides trained staff for administrative and secretarial support and a library of adult learning materials. Community school staff members helped design the Collaborations for Literacy program, helped recruit learners, and participated in project evaluation efforts. In addition, the community school can provide class-based ABE instruction to qualified adult learners who wish to continue their studies.

The Brighton Branch of the Boston Public Library provides an attractive, convenient tutoring site, a trained and helpful staff of library workers to assist tutors and learners, and an extensive collection of books, including 15,000 children's books. By helping to develop new adult readers, the library has increased its membership and has expanded its services to the community.

Other collaborators with smaller, but important roles are the Institute for Responsive Education which is a non-profit advocacy and research organization

located at Boston University. It is assisting in disseminating this model as an example of parent involvement in education. In addition, the Massachusetts Board of Library Commissioners has provided advice and technical assistance in the planning and implementation of the project.

Collaborations for Literacy has outlined the roles and responsibilities of all collaborators through memoranda of agreement. The written agreements clarify commitments and act as policy guides. Collaborations for Literacy drafted the agreements, which were reviewed and signed by the collaborators. Sample agreements appear in Chapter 5. (See page 60).

THE COLLABORATIONS FOR LITERACY ADVISORY BOARD

All collaborators, whether they play a major or minor role, are members of the Collaborations for Literacy Advisory Board, which formally guides all project activities.

The Advisory Board assists in the development and review of all policies, procedures, and project products, participates in the tutor in-service meetings and in local and national presentations, refers appropriate program participants, disseminates information and monitors the project. Informally, board members often meet with individual staff members to discuss scheduling, space and equipment delivery. They may also supervise tutors at the sites or provide additional reading materials for the tutors to incorporate into their lesson plans.

The board is convened twice a year by the Collaborations for Literacy staff to review project plans and activities. Members are notified by telephone about the time, date, and location of meetings, and receive typed agenda prior to the meeting. The Advisory Board members have provided invaluable assistance during the years, in the design, implementation and evaluation of the project.

WHY COLLABORATORS PARTICIPATE

Collaborators explain their participation as follows:

Jackson-Mann Community School. "Our role has been to establish and nourish the community aspect of the project [through networking, referrals and providing tutoring space and technical assistance]. Because we are one of the main providers of adult basic education services in Allston/Brighton, and because of the community school's accessibility [to both university students and neighborhood residents], our involvement seemed natural and obvious from the earliest days of the project planning. Over time, our collaboration has evolved to include many forms of participation.

"As a community agency, we have derived a number of benefits from the collaboration. Notable among these are the following:

- We have had the opportunity to refer adults who can't be included in our program [e.g., because of scheduling conflicts or because of very specific, unique instructional needs]

to a program that is also neighborhood-based and responsive to adult concerns.

- Cross referrals between Jackson-Mann and the Boston University program allow us to provide the "best placement" based on individual needs.
- Publicity generated by Collaborations for Literacy also has highlighted the accomplishments of the Jackson-Mann adult education program.
- Some students already enrolled in Jackson-Mann classes have been able to receive tutoring which has enhanced their classroom learning.
- Tutoring has provided for many adults a bridge between isolation and participation.
- We have had the pleasure of seeing College Work-Study students explore the whole community of which their educational institution is a part, expanding their world view, and contributing to the life of a neighborhood.
- Important relationships/friendships have developed with other people and agencies, such as with the Brighton Branch Library.
- We have learned greatly from the teaching experiences of tutors.

"Finally, it should be mentioned that the collaboration links both the needs and resources of a university with the needs and resources of the local community, challenging both to examine their roles in relation to one another and to continually seek to strengthen reciprocal ties."

Literacy Volunteers of Massachusetts. "We chose to participate in the project for several reasons. Perhaps most important was the opportunity to be actively involved in a unique project which could be a replicable model for others, especially the affiliates throughout Literacy Volunteers of America's national network.

"Another factor in our decision to participate was our commitment to providing quality training for basic reading tutors, and our desire to share our expertise to help other programs get started and develop.

"Our involvement has allowed us to be part of a project through which we could explore some of our own questions about providing one-to-one tutoring for adults. Would college students make good tutors for adults learning to read? Would there be a difference between paid Work-Study tutors and our other volunteer tutors? Would adults find satisfaction and success with the intergenerational and Reading Rainbow curriculum aspects of the project? How could our experience with this project affect our standard tutor training? We were also excited to take the leadership role for the entire Literacy Volunteers' network as the first affiliate to be involved in training College Work-Study tutors under the new Federal initiative.

"This particular collaborative effort also has served to strengthen our ties to the other adult basic education providers in the collaboration [such as Boston University, the Jackson-Mann Community School, and the Brighton Branch of the Boston Public Library] and, in turn, to strengthen our own organization. As a result, all of us have shared materials and

information, become more familiar with each other's programs, referred clients to each other, and gotten to know colleagues whom we might not otherwise have known as well."

The Brighton Branch of the Boston Public Library. "The public library is an institution with a vested interest in encouraging reading. We have an obligation to interact with the residents of our community in as many ways as possible to bring books and information to their attention.

"The intergenerational approach to literacy is particularly attractive to us, since we exist to serve all ages. The library is always looking for ways to encourage, excite, and acquire new patrons. It is a most natural place for the exploration of knowledge and the fostering of reading on a variety of age levels. If we are able to appeal to the new reader, we have the potential of reaching other family and friends.

"The benefits that we have realized because of our involvement with Collaborations for Literacy are many and substantial. For example, our entire staff of 12 has developed a special sensitivity to the problems of the new reader, and has learned that being illiterate does not mean that person is ignorant or undeserving of help.

"The library also is developing a reputation, not only among new readers, but also among the general public, of being involved in literacy. Our visibility in the community has been broadened. Patrons now ask us how they can become literacy volunteers. Individual tutors, other than those connected with

Collaborations for Literacy, now use the library as a place to tutor. And the staff is so enthusiastic that they provide the same quarters to these tutors as to the Boston University tutors whenever possible.

"New outreach has also been made possible through our collaboration. Some new readers have become regular users, extending their enthusiasm to other family and friends. In addition we have developed invaluable connections with other community agencies.

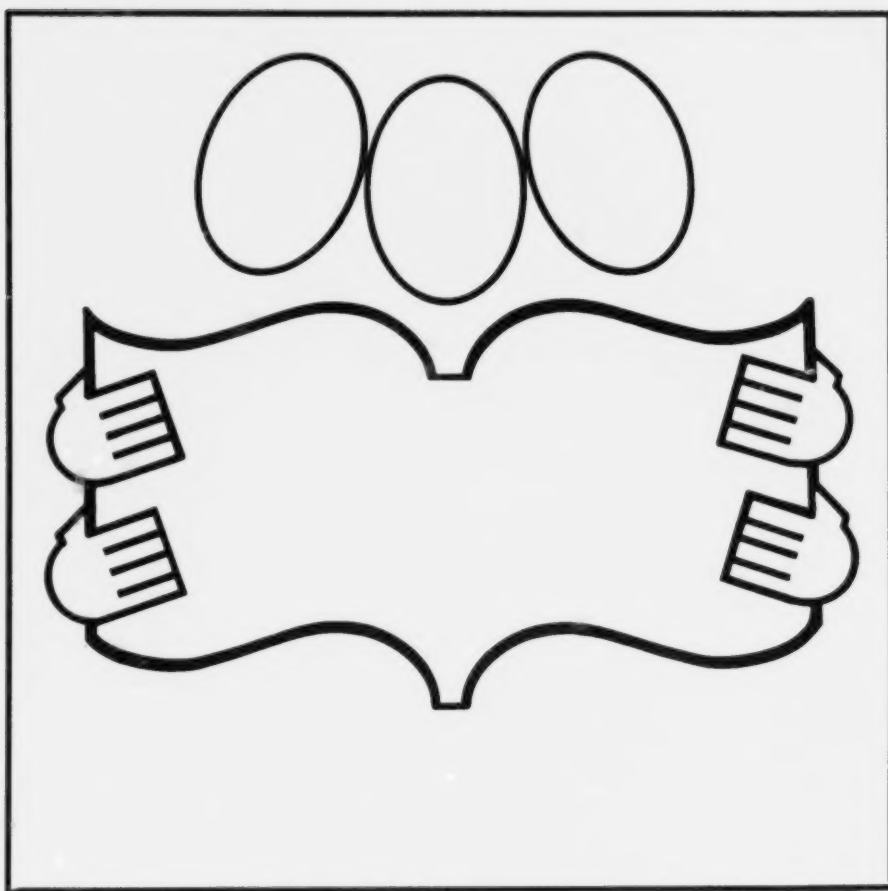
"For all these reasons, we are committed to continuing to provide space and the mechanics for the tutor/new reader relationship, and for making the resources of the library readily available to those people. We are also committed to making our staff aware and sensitive to the new reader experience. And we will continue to work with other community agencies in an effort to help make future collaborations successful. We want to offer encouragement, the tools to learn to read, and an environment conducive to growth and the finding of facts and knowledge. The library offers more than just printed materials. We hope that all portions of our community will discover our resources."

The Massachusetts Board of Library

Commissioners. "Our state agency has the statutory responsibility for delivering technical assistance to more than 370 public and state institution libraries in the Commonwealth of Massachusetts. In 1983, a program consultant from the Board encouraged Collaborations for Literacy to use a local public library as one of the potential tutoring sites for the Collaborations for Literacy project. In addition, the

program consultant conducted an in-service workshop for the Boston University tutors on the importance of reading aloud to children, and facilitated the purchase of the Reading Rainbow materials at a substantial discount through a library jobber. The program consultant continues to participate in meetings of the advisory board to give the perspective of library involvement on literacy issues on the national level.

"The Board of Library Commissioners is committed to encouraging public libraries to participate in grass-roots, community-based efforts, to promote literacy and help provide materials appropriate to the reading levels of the adult new reader. The Board also promotes the position that public libraries, as members of the community, must work together with other providers serving the same target group. As noted by U.S. Secretary of Education Terrel Bell in the recently published, A Nation at Risk, 'A partnership of parents, schools, and libraries can restore the emphasis on learning, literacy and the broadened vision of education.' This collaboration represents one step toward this kind of partnership."



4. The Collaborations for Literacy Tutoring Approach

THE COLLABORATIONS FOR LITERACY TUTORING APPROACH

THE TUTOR-LEARNER COLLABORATION

Academic skills are critical needs for educationally disadvantaged adults and children. Equally critical is the need to feel successful at learning. The conceptual and operational framework of the tutor-learner collaboration has been designed to promote just such outcomes.

Adults with low reading skills usually enter the program upon being referred by another agency or are "reached" by program publicity materials. After an explanation of the program and its purposes, adults are "matched" with a college literacy tutor, based on compatible interests and time schedules. Learners then attend weekly one-to-one tutoring sessions at the Jackson-Mann Community School and the Brighton Branch of the Boston Public Library.

For adults with very low reading skills, one-to-one tutoring is often the only effective teaching method. Traditional adult basic education or job-training education programs usually require a minimum of a fifth-grade reading level for enrollment, a requirement well above the skills of our learners. Additionally, more traditional programs require that their students be comfortable learning in group settings, a profound threat to many of our learners. Moreover, individual tutoring eliminates the sense of failure many illiterates experience when they compare themselves to others.

As Marie, a 48-year-old program participant, confides, "It was bad for me in school. They didn't

"First of all, the chemistry has to be there. The bond has to be there. I work crazy hours. She (the tutor) has never once said to me that we couldn't meet at a certain time. She's worked with me and around me and I think I've benefited from this. It's been a lot easier than it was in school."

"I wasn't confident about trying to read, but she (the tutor) more or less 'broke the ice'. She said, 'If you're willing to learn, I'm willing to teach you,' and we left it at that, and that's why I come (to tutoring) every time."

really take any time with you; you kept up, or else." As a teenager, Marie coped by dropping out of school.

"With tutoring, you get individual help. You don't have to worry if you don't pronounce a word right," another adult learner reports.

Vital to the tutoring process is the bonding that generally occurs between college literacy tutors and their adult learners, despite differences in age, sex, race, social class and experience. In a good match between tutor and learner, caution and wariness on the part of both parties is gradually replaced by respect, even affection, and a mutual exchange of skills and insights. Both the tutor and the adult come to value each other's differences and abilities, and the learner can feel free to discuss his or her fears about being unable to read or read well.

To help their learners, college literacy tutors meet weekly with the program's faculty advisor for in-service training. Guest speakers help tutors understand the developmental nature of the reading process. Tutors also have the opportunity to share reading techniques that work and activities that have been successful with adults and children. Patience, organizational abilities, and interpersonal skills, coupled with a sense of humor and creativity, are the qualities most often mentioned by the tutors as necessary for successful tutoring.

Tutoring is not an easy task for the tutor or learner. Both parties often feel frustration and despair as they tackle the intricacies of language construction, word recognition, and pronunciation. But, as they meet together, the tutor works to strengthen the learner's confidence and skills. In

turn, adults often reveal aspects of themselves -- abilities, interests, and accomplishments -- from which the tutor can learn. Learners often speak of handicraft or cooking skills or of other special abilities that may be of interest to their tutors. And as they exchange information on interests and activities, the tutor and adult learner both grow and develop.

"I call my tutor 'the Coach' -- she understands -- she put pressure on me to learn -- she's like a real good friend."

THE CURRICULUM

As noted earlier, a unique feature of the Collaborations for Literacy adult tutoring program is its intergenerational approach which focuses on family literacy. Participating adults are asked to read to and with children, four to eleven years old, using the widely acclaimed Reading Rainbow children's book collection. This curriculum focus was deliberately chosen during the second year of the project in order to prevent illiteracy from being "passed" from one generation to another.

"I get a thrill from reading. Now I enjoy sitting my kids on my lap. Because this is something that I pray they don't have to go through. I always see programs that say start them out early and read to them. I hope that neither of my boys are stricken with what I got for so long."

The Reading Rainbow program. The Reading Rainbow series translates books and their ideas into television programs in order to "sell" the joy of reading to children. Hosted by LeVar Burton, stars such as Ruby Dee, Lorne Greene, and others narrate a featured book during each 30-minute television program. Each program has a theme which is drawn from the main idea of the book, and the theme is explored through music, dance, animation, and other techniques.

Reading Rainbow is co-produced by Dr. Twila C. Liggett, GNP/Nebraska ETV network and Tony Buttino, WNED/TV Buffalo, in association with Lancit Media

Productions, New York. Originally aired in the summer of 1983, the series adds five new programs per year as funding becomes available.

How Collaborations for Literacy uses Reading Rainbow. The Reading Rainbow television programs and books were not designed to be used for adult literacy training or to prevent intergenerational illiteracy. However, Collaborations for Literacy has successfully adopted them for these purposes. Sets of Reading Rainbow books were purchased and distributed to each of two community sites, the Jackson-Mann school and the Boston Public Library, Brighton Branch.

During tutoring sessions, tutors show their learners a television tape focusing on one of the books. The tape allows the learner to "hear" the book and to learn its story line. The tutor and learner then read the book, which becomes the basis for vocabulary and sight-word development, for comprehension and phonics activities, and for other skill-building exercises. The books can then be borrowed by the adult learners when they are able and willing to read them at home with their children.

The tapes of the Reading Rainbow series are made from the summer broadcasts of the series. One set of program tapes can be made directly by institutions for educational purposes. Tapes, however, cannot be used as masters and copied since this is a violation of copyright laws. Copies of the tapes also may be available through schools or libraries.

Collaborations for Literacy also provides each tutoring site with a set of Reading Rainbow tapes, a VCR and a monitor for tape viewing. The tutor and adult first view the tape, then read the featured

book. At any time during this process the child is welcome to join the session and view the tape with the adult and tutor.

CURRICULUM DEVELOPMENT

During 1984-85, Collaborations for Literacy tutors, working with the staff, began to create a curriculum package using the books and television series. Activities were developed to increase their usefulness as instructional materials, aside from their entertainment value.

The reading competencies. The main objective of the project is to improve the adult learner's technical reading skills. Collaborations for Literacy has developed objectives/competencies that guide the tutors both in developing lesson plans and in keeping records of learner achievements. Fifty-seven reading competencies in seven main areas constitute the basis for improving adults' reading. These include competencies in phonics, structural analysis, vocabulary, comprehension, job-related reading skills, self-awareness, and individual needs. Each tutor keeps track of an individual learner's progress in each of these areas as an on-going record. (For a sample of the reading competency chart, see page 137.)

Master word list. Collaborations for Literacy tutors created a word bank, an alphabetized word list compiled from the 20 featured Reading Rainbow books. It is a master vocabulary list of about 3,000 words. The master word list, matched against a list of the 300 common words that adults must know, contains all but 35 of those words. Thus, tutors can assure adult

learners that the words they are learning in the children's books are essential for adults, too.

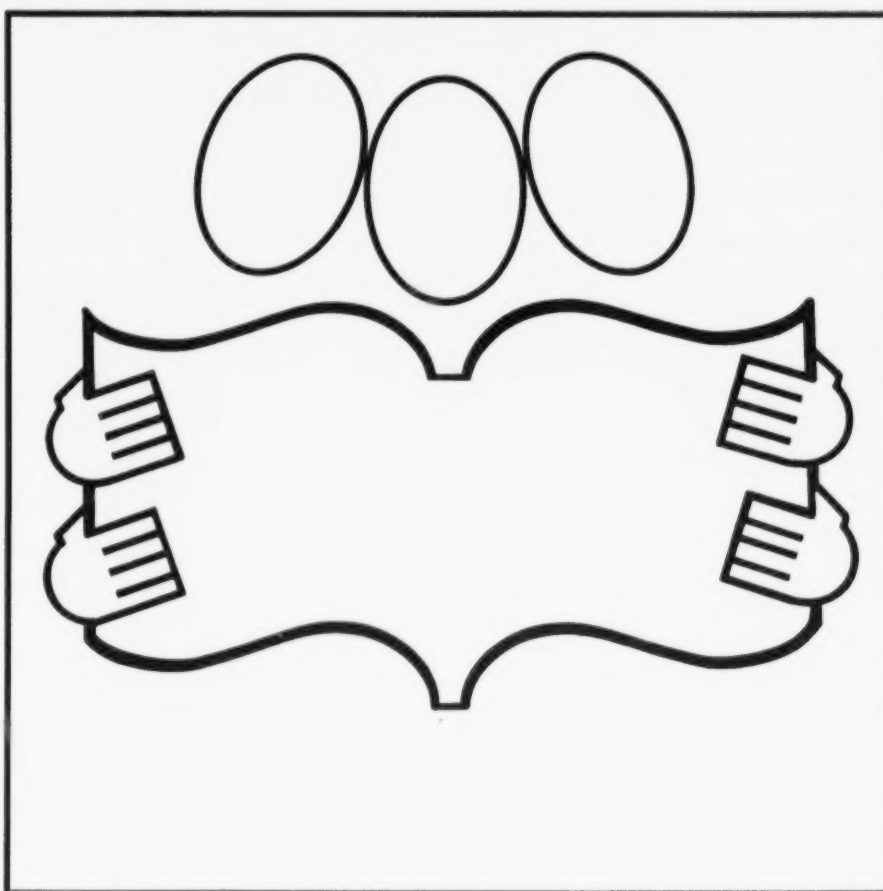
Reading comprehension questions. A set of questions for each children's book has been created by a Collaborations for Literacy tutor in order to test reading comprehension informally. Each set is designed to elicit answers to two types of questions: structural and inferential/experiential.

The structural questions help the adult learners to recall the most important parts of the story while the inferential/experiential questions encourage the learner to go beyond the information in the book, -- to draw conclusions, to make inferences and to relate information in the book to their own experiences. Answers are provided for the structural questions. However, for the inferential/experiential no answers are given because their purpose is to stimulate conversation and critical thinking on the learner's part.

Audio cassette tapes. At the suggestion of another Collaborations for Literacy tutor, tutors have recorded audio cassettes of each Reading Rainbow story so that the adults may take them home and use them alone or with a child. Learners use the tapes to get the "gist" of the story and to practice vocabulary, word recognition, and pronunciation. Tutors often tape homework assignments for learners, too. One way adults listen to the tape is by "echo reading" with their children, underlining each word with their fingers for emphasis and word recognition. The tutor's familiar voice, often interspersed with private jokes, sets out the learning task, but, as one adult reports to her tutor, "At home, I can turn you off when I please!"

Teaching strategies for adults. Teaching strategies for adults are methods devised by Collaborations for Literacy tutors to teach reading through the use of materials such as games, puzzles, coupons, periodicals, sales circulars, maps and household bills. The strategies are created to supplement the Reading Rainbow curriculum. Teaching strategies are most often designed when a tutor sits down to develop his or her own lesson plans. Those strategies can then be shared with the other tutors, and be incorporated into their lesson plans. These teaching strategies can be found in the Collaborations for Literacy Tutor Handbook, which accompanies this book.

Tutor/Adult/Child reading activities. The tutor coordinator has designed joint reading activities which promote a bond between the parent and the child while focusing on a common goal: improved reading. This is accomplished as the tutor models reading techniques for the parent who, in turn, applies these when reading with their child, and also through the use of reading activities during the tutor/adult/child session. By working together, the child and the adult become intergenerational partners in their education. (Joint activities can be found in the Tutor Handbook.)



5. Developing Your Own College Work-Study Tutoring Program

PROJECT IMPLEMENTATION

Chapter 5 provides an outline of the eight major steps in planning, preparing and implementing a College Work-Study intergenerational literacy project. It is intended for agencies that wish to replicate Collaborations for Literacy. Each step consists of an overview, a list of tasks and special tips which can simplify the tasks. Accompanying each step are sample materials developed and used by tutors and staff in the project.

The eight steps include:

1. Establish Collaborations
2. Staff the Project
3. Establish the Tutor Network
4. Recruit Adult Learners
5. Develop Resources
6. Develop the Curriculum
7. Design the Record Keeping
8. Evaluate the Project

GOOD LUCK IN YOUR EFFORTS!



Project Implementation

STEP 1: ESTABLISH COLLABORATIONS

Steps taken to accomplish this:

	<u>See Page:</u>
A. Identify collaborators	55
B. Establish relationships	57
C. Formalize relationships	59
D. Coordinate the activities of collaborators	64

A. IDENTIFY COLLABORATORS

OVERVIEW

Collaborations for Literacy was established in the fall of 1983 at Boston University by the present project director, Ruth S. Nickse, and the director of Student Employment, Ann McCormick. Representatives of relevant organizations were asked to serve on the project's advisory board and to provide the administrative support system for the project. Among these organizations were a community school, a state-wide volunteer literacy agency, a community planning agency and the University. A public library, the state library commission and an educational dissemination agency joined the collaboration during the next two years.

These collaborators are essential for delivering tutoring services, training College Work-Study literacy tutors and disseminating information about the project. Thus, the project was able to utilize the expertise of organizations already serving educationally disadvantaged adults, while capitalizing on existing networks. The collaborating agencies, in turn, benefited from additional referrals, new training contracts and expanded opportunities to provide services.

TASKS

1. Identify potential collaborators, based on project needs.
 - These might include a university, an adult basic education center, a literacy volunteer organization, a branch library, a local welfare office, a local school district, or a Head Start program.
2. Identify a key contact within each organization who can make a commitment for the agency.
3. Arrange a meeting with that individual to discuss your project.

4. Hold a second meeting to plan the project and discuss the pros and cons of collaboration.
5. Follow up such meetings with site visits to interested collaborators in order to get acquainted with their services.

TIPS

1. Make sure that the person you contact can negotiate for the agency.
2. Select collaborators with an interest in adult literacy.
3. If possible, select agencies that are geographically close to one another.

B. ESTABLISH RELATIONSHIPS

OVERVIEW

To develop an effective collaboration, the members' roles, responsibilities, and resources must be clear. Major details in each area must be negotiated before the collaboration begins, although revisions may occur over time. Each partner must also be aware of how the collaboration "fits" together.

The responsibilities and tasks of all partners in the collaboration also must be identified, along with the resources they might contribute. Each partner should learn about other collaborators' institutional purposes, concerns and operating procedures. It is also important to establish lines of communication between agency representatives. Each individual must know who to contact at the other agencies. One key contact (a decision-maker) and a second back-up contact from each agency are ideal.

TASKS

1. Learn about each collaborators' program.
 - Help collaborators learn about each other's "mission", client groups, methods of operation, issues, concerns, and needs.
2. Identify the resources that each agency or individual partner might contribute.
 - These may be special staff expertise, a tutoring site, a book collection, adult basic education classes, a training program, a source of College Work-Study literacy tutors, faculty advisors, a project office site, or other resources.
3. Identify roles and responsibilities of each agency and each representative.

- List the short-term and long-term activities involved.
4. Establish a communications network.
- Provide each collaborator with information on how to contact other participants (names, addresses, phone numbers).
 - Establish back-up contacts at each agency or organization.

C. FORMALIZE RELATIONSHIPS

OVERVIEW

The agencies, through the representatives, should commit themselves to the collaboration by signing informal memoranda of agreement or contracts. "Putting it in writing" clarifies intent and prevents misunderstandings. The contracts or memoranda are developed in the informal meetings with each agency representative, drafted at the project office, and then distributed to each collaborator to be reviewed and signed. Such agreements may be changed during the year with approval of both partners, and generally are renegotiated each year. The agreements should clearly specify the roles, responsibilities, and resources of each contributor, along with other information relating to the working arrangements.

As the collaborators learn to work together, there may be good reason to add additional agencies to the network. New collaborators may contribute to the strength of the project, replace original organizations or add an additional dimension to the project. Ideally, collaborations are flexible arrangements, and should be able to accommodate change.

TASKS

1. Prepare drafts of memoranda or contracts of agreement for each collaborator.
 - Include roles, responsibilities, and resources to be contributed by each party.
2. Revise the agreements with the collaborators.
3. File copies at each site.



SAMPLE

Boston University

School of Education
405 Commonwealth Avenue
Boston, Massachusetts 02215

Division of Counseling, Reading,
Language Development and Special Education



(SAMPLE)

MEMORANDUM OF AGREEMENT

To:

From:

Re: Grant for "Collaborations for Literacy Project", Sept. 1, 1984 -
June 30, 1985

Date: November 1, 1984

Based on budget items in the grant award by the Mass. Dept. of Education,
Bureau of Student, Adult and Community Services, the following budget
allocations will be made for cooperation of Jackson Mann Community School
in the above project, as outlined in the amended proposal.

<u>Salary</u>	<u>Total</u>
Jackson Mann Liaison	\$
(1/5 time, 20%	)
Secretary - Jackson Mann	
(2 hours/week x 27 weeks @ /hr.)	

Resources/Books

20 blank tapes @
2 sets of 20 children's books @ \$
1 tutor manual
1 teacher's guide to Reading Rainbow

\$

Resources/Media

In addition, Boston University will provide the use of the following
resources and equipment which is owned by Boston University for the
project year.

1 VCR monitor	Serial #
1 VCR (JVC)	Serial #
Box with headphones	
5 sets of Reading Rainbow	
books (20 books = 1 set)	
Value of:	

\$

Agreements

1. The use of the VCR equipment and books for the project must have
priority over any other use of these resources.
2. Security shall be provided for equipment and books in a locked storage
space at Jackson Mann.



SAMPLE

3. VCR equipment, while on-site at insurance. will be covered by is also responsible for equipment repairs.

Policies and Procedures

Jackson Mann Liaison, establishes policies and procedures for use of the library as a site with Project Director (or their assigned staff persons). These policies and procedures shall be written and copies provided to all parties concerned, with copies at each site office.

Site for Literacy Tutoring and Tape Viewing

The Community School, will be a site to be used by tutors and learners for viewing Reading Rainbow tapes, literacy instruction and related project activities.

Advisory/Consultation Activities

The Community School agrees to assign staff to the Advisory Committee for the project, and to aid in providing technical training for tutors through in-service.

Public Relations

and Community School agree to credit each other in any public relations efforts or events.



SAMPLE

(SAMPLE)

AGREEMENT

This agreement is made this 21st day of November 1984 by and between BOSTON UNIVERSITY (SCHOOL OF EDUCATION) and LITERACY VOLUNTEERS OF MASSACHUSETTS, INC.

WHEREAS, Boston University, through its School of Education, hereinafter referred to as "B.U.", desired to secure the services of Literacy Volunteers of Massachusetts, Inc., and

WHEREAS, Literacy Volunteers of Massachusetts, Inc., hereinafter referred to as "LVM", is willing to provide consulting services to B.U.;

NOW, THEREFORE, in consideration of the mutual covenants and agreements contained herein, the parties hereby agree as follows:

1. Period of performance of agreement:

This agreement by and between the above-named parties shall commence as of September 4, 1984 and shall terminate as of June 30, 1985, unless otherwise extended or sooner terminated by written agreement between the parties.

2. Performance and compensation:

LVM shall provide consulting services to B.U. including but not limited to the following:

- a. LVM shall conduct one (1) Basic Reading Workshop to train basic reading tutors (B.U. work-study students) and pertinent B.U. staff for the project entitled "Collaborations for Literacy" and/or for the Adult Literacy Program (said workshop being a total of 18 hours to be held on such dates and at such times as shall be mutually agreed upon between the parties, said dates to occur during the months of September and October 1984) in accordance with the previously submitted and approved outline of session and learning objectives for a total cost of plus the cost of training materials at a cost of dollars per workshop participant. If said workshop is extended beyond the 18 hours by mutual agreement, additional sessions will be billed at the rate of dollars per hour. Any revisions in said outline of sessions and/or learning objectives, including but not limited to the preparation and development of additional materials (written or otherwise) and/or training segments requested by B.U., including but not limited to training and material adaptations for the Reading Rainbow program component, shall be billed at the rate of dollars per hour plus the cost of any additional training materials at a cost not to exceed an additional dollars per participant. B.U. shall pay for the services and materials noted in this section 2(a) upon receipt of an invoice from LVM.



SAMPLE

- b. LVM shall prepare for and conduct one (1) or more follow-up training sessions for the tutors and/or B.U. staff previously trained at the Basic Reading Workshop noted in section 2(a), said follow-up sessions to be held at such dates and times as shall be mutually agreed upon between the parties, said dates to occur before June 30, 1985, at a cost of _____ dollars per hour plus the cost of training materials not to exceed _____ dollars per participant per follow-up session. B.U. shall pay for the services and materials noted in this section 2(b) upon receipt of an invoice from LVM.
- c. LVM shall consult with and advise appropriate B.U. staff regarding the development of a project design and/or management plan including but not limited to meetings, telephone conferences and the preparation and development of any written reports excepting, however, preparation of any workbooks or handbooks, at the rate of _____ dollars per hour payable upon receipt of an invoice from LVM.
3. Termination of agreement:
B.U. or LVM may terminate this agreement at any time by a notice in writing at least five (5) working days before the effective date of such termination. If this agreement is terminated prior to the completion of the services required hereunder to be performed by LVM, LVM shall be paid for all services rendered to the date of termination in accordance with the rates of compensation noted in section 2 above. In the event this agreement is terminated by either party prior to LVM's conducting the Basic Reading Workshop and/or follow-up sessions, LVM shall submit a bill to B.U. for time expended at the rate of _____ dollars per hour less the amount already paid and LVM shall not surrender prepared materials, documents, products or reports.
4. Copyright:
All materials, including but not limited to documents, products and reports, are copyrighted under the law by LVM.
5. Changes in agreement:
The parties may modify this agreement, providing said changes are mutually agreed upon by the parties in writing as a written amendment to this agreement.

This agreement is executed in duplicate, each of which shall be deemed an original.

IN WITNESS WHEREOF, the parties, by their duly authorized agents, hereby execute this agreement under seal on this 21st day of November 1984.

BOSTON UNIVERSITY, SCHOOL OF EDUCATION
By _____

LITERACY VOLUNTEERS OF MASSACHUSETTS, INC.
By _____

State Director

Date _____

Date _____

D. COORDINATE THE ACTIVITIES OF COLLABORATORS

OVERVIEW

Once the collaboration is formed and operating, the main task is to coordinate its activities. It is important to communicate frequently with each collaborator, to discuss program details and to keep all participants up to date.

The Collaborations for Literacy project staff also coordinates the formal meetings of the advisory board, and any informal meetings that may be necessary during each semester. The staff prepares a written agenda and confirms meeting dates and times with members of the collaboration.

TASKS

1. Plan and conduct advisory board meetings twice yearly.
2. Plan and conduct informal meetings as necessary.
3. Distribute information to each collaborator as appropriate.

TIPS

1. Recognize that all collaborators want the arrangement to work.
2. Keep the number of meetings to a minimum; everyone is busy.
3. Prepare a written agenda for each meeting to keep participants on target.
4. Meet where parking is available.
5. Skip refreshments at informal meetings.
6. Use meetings to identify problems and develop solutions that seem reasonable to each collaborator.



Project Implementation

STEP 2: STAFF THE PROJECT

Steps taken to accomplish this:

	<u>See Page:</u>
A. Design positions	67
B. Locate sources of staff funding	73
C. Hire staff	74

A. DESIGN POSITIONS

OVERVIEW

The Collaborations for Literacy project director is responsible for designing all staff positions. The staff consists of the project director, a faculty member of the university; the assistant director, a graduate assistant; the tutor coordinator, a College Work-Study eligible undergraduate student; 15 literacy tutors, graduate or undergraduate College Work-Study eligible students; an administrative assistant, and two testers.

Each job description is developed according to specific project needs. Each staff person is responsible for specific duties, and oversees them throughout the project year. All positions should be filled before the start of the fall semester. The tutor coordinator can be chosen from the pool of new tutors or from the previous year's tutors.

TASKS

1. Consider project goals, roles, and responsibilities.
2. Develop job descriptions.
3. Develop an administrative flow chart.
4. Use the student employment office to fill positions.
5. Advertise tutor positions on campus in the student newspapers, student union and through student organizations.
6. Conduct interviews.

TIPS

1. Remember, there may be high student turnover in jobs due to graduation, transfers, course workload, financial eligibility and burnout. However, many tutors will remain with the program for several years.

2. Project staff is primarily composed of students who are committed to their school work; don't overload them with responsibilities.
3. Be flexible and open to suggestions from students; promote the idea of a collaborative effort at all levels.



SAMPLE

Collaborations for Literacy Project

Staff Roles and Responsibilities

Principal Investigator, Project Director, Faculty Advisor

1. Contract for tutor training (Basic Reading Workshop)
2. Organize, conduct Colloquia on Literacy
3. Supervise recruitment of tutors
4. Supervise interviewing, selection of tutors
5. Supervise tutor training; organize and conduct weekly tutor in-service
6. Select, supervise staff
7. Organize/conduct meetings with project collaborators; complete memorandums of agreement with each collaborator
8. Liaison with funders of projects
9. Supervise budget
10. Design, supervise, analyze all project evaluations and assessments
11. Write project reports
12. Write handbook draft with input from collaborators including work with editor, conduct reviews and handbook reviews
13. Supervise the publication, dissemination of handbook
14. Prepare 2 workshop/conference presentations
15. Supervise publicity, public relations activities
16. Continue seeking multi-year funding for project.

Assistant Project Director
20 hours per week

1. Organize process for tutor recruitment and selection (with Project Director, Tutor Coordinator)
2. Coordinate Colloquia on Adult Literacy
3. Plan client recruitment with Project Director, Jackson Mann liaison
4. Conduct recruitment campaign in Allston-Brighton
5. Interview prospective clients
6. Arrange tutor client "match" with tutor coordinators and Jackson Mann liaison
7. Plan for and order project video and book resources
8. Write project related memos/letters/short reports as appropriate
9. Disseminate project information to callers
10. Maintain contacts with community agencies
11. Participate in collaboration meetings with Jackson Mann and Brighton Public Library
12. Assist and attend staff meetings
13. Attend Advisory Board Meetings
14. Assist in documentation of project
15. Assist in project evaluation
16. Advise on and review project handbook



SAMPLE

Tutor Coordinator
15 hours per week

1. Interview and select tutors (with Assistant Project Director)
2. Assist in "matching" tutor and clients, and rematch, if necessary (with Assistant Project Director and Jackson Mann liaison)
3. Maintain tutor work schedule
4. Order supplies for tutors
5. Complete and verify tutor time sheets weekly
6. Distribute tutor pay checks weekly
7. Maintain all tutor records
8. Maintain weekly "office hours" to provide technical assistance and as a resource to tutors
9. Coordinate tutor schedules at sites at Jackson Mann and Brighton Public Library
10. Participate in tutor and program evaluation
11. Attend staff meetings
12. Assist Project Director, Assistant Project Director, with related project activities
13. Assist with in-service preparations

Administrative Assistant
20 hours per week

1. Maintain all project bookkeeping
 - set up budgets
 - manage expenditures, working on a spread sheet
 - interact with OSP/Grant & Contract Accounting
 - handle requisitions
 - authorize vendor payments
2. Supervise
 - work study clerk
3. Coordinate project related activities with
 - Project Director
4. Maintain project records, archives
5. Coordinate and order all project office supplies
6. Assist Project Director in preparing project reports

Literacy Tutors
9 hours minimum per week

1. Attend Basic Reading workshop
2. Review all Reading Rainbow tapes and read 20 featured books
3. Prepare appropriate lesson plans for clients
4. Tutor clients (2) for a minimum of 2 hours per week per client
5. Attend weekly in-service
6. Maintain weekly contact with Tutor Coordinator



SAMPLE

7. Maintain records as required by the Tutor Coordinator
8. Provide additional evaluation data as required
9. Satisfy additional academic requirements if desired
10. Participate in program evaluation
11. Assist Tutor Coordinator as requested in project related tasks

Work Study Secretary-Typist

1. Type all project correspondence
2. File, xerox
3. Answer phone requests
4. Additional activities as requested by project director

Jackson Mann Liaison

1. Write, with Project Director, a memorandum of agreement for collaboration.
2. Plan recruitment strategy, refer clients as appropriate
3. Orient tutors to other available ABE services at Jackson Mann and in Boston
4. Orient tutors to community and clients
5. Provide feedback to BU on tutors, project effectiveness
6. Provide space for tutoring, including secure spot for VCR equipment
7. Maintain contact with Project Director and Assistant Project Director
8. Advisory Board Member, attend meetings
9. Assist in program evaluation
10. Assist in some writing of and review draft handbook
11. Assist in presentations/workshops

Jackson Mann Secretary

1. Prepare and revise room schedules
2. Type project related Jackson Mann correspondence
3. Additional activities as requested by Jackson Mann liaison



SAMPLE

ORGANIZATIONAL STRUCTURE

Boston University
School of Education

BOSTON UNIVERSITY STAFF

*Project Director
*Assistant Director
*Administrative Assistant
*Work-Study Clerk

*Project Supervisor
*Tutor Coordinator
*Project Assistant

*Literacy Tutors
Tutoring at
community sites

COMMUNITY ADVISORY BOARD

*Jackson-Mann
*Literacy Volunteers
*Boston Public Library-
Brighton Branch
*Mass. Board of Library
Commissions
*Institute for Responsive
Education

**Boston Public School
(District #1)
**Headstart
**Welfare

*Allston-Brighton
Agencies

**Potential additions to advisory board.

B. LOCATE SOURCES OF STAFF FUNDING

OVERVIEW

Funds must be allocated for the College Work-Study literacy tutors, tutor coordinator, graduate assistant, administrative assistant, and the testers. The literacy tutors and the tutor coordinator must be eligible for College Work-Study since their salaries are from Federal College Work-Study funds. The graduate assistant is also eligible for funds, either through a school stipend or College Work-Study funds. The administrative assistant and the testers' salaries are paid through outside grants secured by the project. Funding should be secured prior to advertising for staff. Sources of funding within the university are obtained through the Student Employment office.

TASKS

1. Contact the student employment office to inquire about securing College Work-Study positions.
2. Secure the appropriate positions.
3. Allocate funds from outside sources for administrative assistant and testers.

TIPS

1. Determine eligibility requirements and employment policies concerning College Work-Study positions.
2. Estimate potential testers' hours and allocate appropriate funds to cover cost.

C. HIRE STAFF

OVERVIEW

The project director interviews and hires the assistant director, tutor coordinator, and the administrative assistant. These positions are filled in the spring or summer. The assistant director and tutor coordinator interview and hire the literacy tutors during the first week of classes in the fall.

TASKS

1. Advertise positions at the student employment office and in the campus newspaper.
2. Distribute job descriptions and employment policies at interviews.
3. Select staff according to criteria.
4. Notify candidates by phone or mail about whether or not they have been selected.

TIPS

1. Make sure that selected staff are eligible for funds earmarked for their specific positions.



Project Implementation

STEP 3: ESTABLISH THE TUTOR NETWORK

Steps taken to accomplish this:

	<u>See Page:</u>
A. Recruit college work-study literacy tutors	77
B. Conduct recruitment colloquium	80
C. Interview, select, notify tutors	82
D. Train tutors	88
E. Design and conduct the tutor in-service	91
F. Establish employment policies	97
G. Develop and maintain a tutoring schedule	101
H. Create a tutor reporting system	103

A. RECRUIT COLLEGE WORK-STUDY LITERACY TUTORS

OVERVIEW

During the first week of the Fall semester, the project staff, working with the student employment office, recruit about 15 College Work-Study students to be adult literacy tutors. Recruitment includes distribution of leaflets in campus dormitories and during class registration, advertisements in the student newspaper, and announcements on the university radio station.

Interested students are invited to attend an information session (the colloquium) or to call the project office for details. Experienced tutors also recruit among their friends and classmates. Another recruitment effort is held in April to identify students who might be eligible and would desire to participate during the following fall.

TASKS

1. Design and print recruitment leaflets.
2. Distribute them to dorms and residence halls; post them on kiosks and bulletin boards; contact student resident staff members and ask them to publicize the project.
3. Design and place ads in the student newspaper.
4. Write public service announcements and deliver them to the student radio station.
5. List tutoring jobs at the student employment office.
6. Record all student inquiries (students' names, addresses, phone numbers) and mail out program descriptions.



SAMPLE

America's
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THE DAILY FREE PRESS

The
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Volume 30 Number 51

Wednesday, April 3, 1985

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ATTENTION work-study students

want a rewarding job next year?

Collaborations
for
Literacy



Sponsored
by
Boston University

is looking for students to tutor adults in reading

*Interested students are invited to join us at

a colloquium on Collaborations for Literacy

on Tuesday, April 16th

school of education

room 140 12-1:30 Or room 208 7-8:30

*pay is \$5.00/hour

for more information call 353-4634

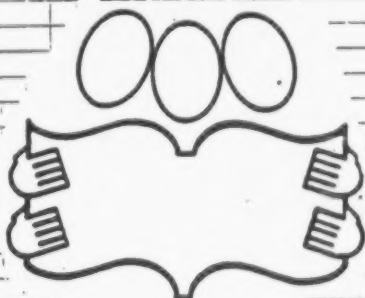


SAMPLE

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for more information call 353-4634

B. CONDUCT A RECRUITMENT COLLOQUIUM

OVERVIEW

The colloquium is a two-hour informational meeting held by the project staff and tutors to recruit eligible College Work-Study students as literacy tutors. The event is held at the student union during the first week of the fall semester and again in April. Sessions are held in the afternoon and evening to accommodate college students' schedules.

The purposes of the colloquium are to describe the problem of adult illiteracy, to explain the Collaborations for Literacy project, to describe the job of literacy tutoring, and to sign up possible tutors to be interviewed by the staff during the following days.

The colloquium consists of:

- a film describing adult illiteracy (e.g., Wall of Words, What if You Couldn't Read?);
- guest speakers who describe various aspects of the project (e.g., the state director of Adult Basic Education, project collaborators);
- the project staff, who lead a discussion and answer questions; and
- tutors who describe their experiences and the program.

Staff and tutors register colloquium participants, record the names, addresses, and phone numbers of prospective tutors, and set up an interview schedule for later in the week. Refreshments are served. Twenty to twenty-five students may be expected to attend.

TASKS

1. Plan the colloquium.
 - Arrange a meeting place; select the date and time.
 - Order any films to be used; arrange for a projector and a screen.

- Invite guest speakers.
 - Prepare handouts (a program description, sample weekly class schedule, forms, and other items).
2. Conduct the colloquium.
- Welcome and register students and guest speakers.
 - Introduce guest speakers, staff and tutors.
 - Show films.
 - Describe the adult literacy project and tutoring as a job.
 - Set up interviews for those interested.
 - Serve refreshments.

TIPS

1. Keep the program informal.
2. Encourage experienced tutors to describe the advantages and disadvantages of the job by describing their own tutoring sessions.

C. INTERVIEW, SELECT, AND NOTIFY TUTORS

OVERVIEW

Prospective tutors are interviewed by project staff or by staff from the student employment office. Two staff members, usually an administrator and an experienced tutor, conduct the 45-minute interview. Tutors are selected on the basis of personal characteristics considered important for the job. Candidates' class schedules are reviewed to locate three-hour blocks of time available for tutoring. In order to have a wide selection of tutors with whom to match learners, choose students from a variety of backgrounds with diverse interests.

Staff members telephone the students who are selected, then follow-up with a letter notifying them of their employment. The letter should include information about program employment policies and a training schedule.

TASKS

1. Set up a tutor interview schedule.
2. Prepare interview material (e.g., interview questions, application forms, and rating sheets.)
3. Interview students; answer questions about the job of literacy tutor, and provide training information.
4. Select appropriate students.
5. Notify successful candidates by telephone, then follow-up with a letter. Include policy guidelines and the training schedule.
6. Compile tutor statistics.
7. Set up files on tutors (e.g., applications, class schedules).

TIPS

1. Select students who are work-study eligible.
2. Select students with strong interest in tutoring adults.
3. Look for poise, ability to communicate, maturity, high interest level, organizational skills, and above all, patience.
4. Watch out for:
 - Students looking for "easy money" or who seem to have inappropriate motives.
 - Entering freshman who are inexperienced in judging course work loads.



SAMPLE

(SAMPLE)

TUTOR
APPLICATION FOR ADULT LITERACY TUTORING PROJECT

NAME: _____

ADDRESS: _____

TELEPHONE: _____

ENROLLED SCHOOL: _____

MAJOR: _____

YEAR OF GRADUATION: _____

Are you currently eligible for Work-Study? _____

If no, have you applied for Financial Aid? _____

List the hours that you are available to work. _____

WORK EXPERIENCE: _____

Have you had any previous teaching or tutoring experience? If so, please explain.

SPECIAL INTERESTS AND SKILLS: _____

EXTRACURRICULAR ACTIVITIES: _____

Describe why you want to participate in the Adult Literacy Tutoring Project.



SAMPLE

TUTOR CLASS SCHEDULE

NAME _____	PHONE _____					
HOURS	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
8-9						
9-10						
10-11						
11-12						
12-1						
1-2						
2-3						
3-4						
4-5						
5-6						
6-7						
7-8						
8-9						

COMMENTS: _____



SAMPLE

Boston University

School of Education
605 Commonwealth Avenue
Boston, Massachusetts 02215



September 13, 1984.

TUTOR ACCEPTANCE LETTER

Dear

We enjoyed meeting with you recently about the Collaborations for Literacy Program. The response from students to this exciting project has been most rewarding. We have interviewed a diverse group of students who bring forward a variety of credentials for consideration.

We are pleased to inform you of your selection to participate in the program as a Work-Study tutor. As outlined in our interview, the training will run from Monday, September 17-Wednesday, October 10 for a total of 21 hours. Work-Study tutors will be paid \$5.00 per hour including the time spent in training.

In order to finalize your placement, please go to the Work-Study Office at 881 Commonwealth Avenue, Sixth Floor.

Congratulations- we look forward to seeing you on Monday.

Sincerely,

Nancy Englander
Assistant Director

Michelle Staryos
Tutor Coordinator

Ruth Nickse
Director



SAMPLE

COLLABORATIONS FOR LITERACY
Tutor Employment Policy
Fall, 1984 - Cycle I

1. Tutor Selection
Boston University Adult Literacy tutors are carefully selected for personal characteristics of maturity, interest, poise, organizational skills, patience and commitment to helping an adult learn how to read better. Tutors are eligible for federal work-study funds through the Office of Student Employment.
2. Tutor Training
Tutors must successfully complete an 18-hour training program (basic reading workshop) and are required to attend a two-hour inservice training every week during the academic semester.
3. Tutor Job Description
The job description for an Adult Literacy tutor includes the following activities:
 1. Attend basic reading workshop
 2. Review all Reading Rainbow tapes and 20 featured books
 3. Prepare appropriate lesson plans for clients
 4. Tutor clients (2-3) for a minimum of 2 hours per week per client
 5. Attend weekly inservice
 6. Maintain weekly contact with the Tutor Coordinator (Michelle)
 7. Maintain records as required by the Tutor Coordinator
 8. Provide additional evaluation data as required
 9. Satisfy additional academic requirements if desired
 10. Participate in program evaluation
 11. Assist Tutor Coordinator as requested in project-related tasks. These activities might include attending a conference, recruitment, and project clerical tasks, including developing a word bank, determining readability levels of books, developing reading comprehension questions, and rating Reading Rainbow TV tapes.
4. Tutor Record Keeping
Tutors must keep appropriate records including time sheets to identify how hours are filled, which must be turned in weekly to the Tutor Coordinator.
5. Salary
 - a. Tutors are paid \$5.00 an hour for job duties for a minimum of 9 hours a week; 7 hours for tutoring and related tasks, 2 hours for inservice training.
 - b. Under certain conditions, tutors can be excused from inservice training by the staff, prior to the absence. Tutors who do not attend inservice do not receive payment for it.
 - c. Tutors who wish to work additional hours above the 9 hour minimum should request extra work from the Tutor Coordinator.

D. TRAIN TUTORS

OVERVIEW

Literacy Volunteers of Massachusetts provides six three-hour training sessions during the first three weeks of the semester for all Work-Study tutors. Training activities consist of discussions, a slide-tape presentation, and role-playing. Sample case histories are also used to plan actual lessons for the Reading Rainbow curriculum. Tutors are taught four specific reading techniques: phonics, sight words, experience stories and word patterns. The Reading Rainbow curriculum is described and other materials of interest to adult readers are introduced. Site visits are made. The importance of record-keeping is discussed and tutors are taught to use project forms. Throughout the training, the issues and extent of adult literacy in this country is discussed.

TASKS

1. Select appropriate trainers (e.g., Literacy Volunteers of America) and review the training program.
2. Contract for services with trainers.
3. Set the dates, times, and site for training. Arrange for equipment, such as a blackboard and desks or tables.
4. Distribute the training agenda to tutors.
5. Arrange for the tutors to visit the community-based tutoring sites.
6. Conduct the 18-hour training program.

TIPS

1. Students are just beginning the term so that homework schedules are lighter; get initial training over as quickly as possible.
2. Try to develop a group feeling because some tutors may be shy.

3. New tutors are apt to be overwhelmed by the details of training; discuss this and give them lots of support.
4. Serve food!
5. Use experienced tutors to help train the new tutors.



SAMPLE



LITERACY VOLUNTEERS OF MASSACHUSETTS
Basic Reading Workshop
Overview

PURPOSE

To train tutors to teach basic reading and writing to adults.

FORMAT

Coordinated slide and tape presentation;
Demonstrations by workshop leader;
One-to-one practice sessions for trainees.

MATERIALS

Comprehensive kit including:
-TUTOR (handbook and reference manual);
-READ (diagnostic instrument);
-numerous handouts including sample lessons
and current readings on adult illiteracy.

TOPICS

Adult illiteracy (its extent and impact);
Issues inherent in working with an adult non-reader;
Client motivation;
Reading process;
Techniques for teaching reading:
-Language experience;
-Sight words;
-Phonics;
-Word patterns.
Diagnosis and assessment of client skills;
Individualized lesson planning;
Selection of materials:
-Evaluating commercially prepared publications;
-Creating your own materials.
Readability formulas;
Writing and spelling skills;
Reading comprehension skills.

E. DESIGN AND CONDUCT THE TUTOR IN-SERVICE

OVERVIEW

Weekly tutor in-service sessions are held throughout the fall and spring. The in-service helps tutors increase their understanding of adult illiteracy and improves their skills in teaching reading to adults. These two-hour sessions provide an opportunity for tutors and staff to discuss new curriculum materials, to exchange ideas and techniques, and to vent frustrations and problems. Guest speakers present special workshops or lectures. Tutors may organize a session on topics of individual interest or expertise. Visits to tutoring sites are made. And tutors are encouraged to attend relevant campus events. Tutors are required to attend these in-services and up to two course credits are available through the University.

TASKS

1. Schedule the weekly two-hour training sessions at a time when all tutors are available; usually this will be at night.
2. Arrange for a classroom for the meetings.
3. Design an optional academic component.
4. Plan an agenda of workshop topics for the semester and distribute it to the tutors.
5. Contact and schedule guest speakers; invite them by phone and letter.
6. Conduct the weekly in-service.

TIPS

1. Keep the atmosphere informal at the meetings.
2. Encourage each tutor to share his or her experiences.

3. Guest speakers should add to the tutors' skills or knowledge.
4. Show films (e.g., Wall of Words.)
5. Serve food (cookies, juice).
6. Have tutors suggest agenda topics and guests.
7. Have tutors plan and conduct an in-service session.



SAMPLE

COLLABORATIONS FOR LITERACY
AGENDA FOR TRAINING AND IN-SERVICE
CYCLE 1

DATE	TIME	TOPIC
September		
13	6-9	Training in Basic Reading Techniques-
19	6-9	Director of Literacy Volunteers of Massachusetts
24	6-9	
26	6-9	Jackson-Mann Liaison
October		
3	6-9	
10	6-9	Brighton Public Library Liaison
17	6-9	
24	7-9	Reading Aloud to Children
31	7-9	Experience Sharing: Staff and Tutors. Film- <u>Wall of Words</u>
November		
7	7-9	Lesson Planning:
14	7-9	Low level/high interest books at Brighton Public Library
21	7-9	Tutoring tips, and experience sharing
28	7-9	Special problems in tutoring: Roberta Soulman
December		
5	7-9	Guest speaker
12	7-9	Experience Sharing: Staff and Tutors
19	7-9	Evaluation of Cycle 1. Preparation for Cycle 2 tutoring.



SAMPLE

COLLABORATIONS FOR LITERACY
IN-SERVICE AGENDA
CYCLE 2

<u>DATE</u>	<u>TIME</u>	<u>TOPIC</u>
January		
16	7-9	Documenting Reading Progress
23	7-9	Experience Sharing
30	7-9	Cancelled
February		
6	7-9	Teaching Strategies
13	7-9	Record Keeping
20	7-9	Experience Sharing
27	7-9	Group Brainstorm for <u>Tutor Handbook</u>
March		
6	7-9	Spring Break
13	7-9	Stevenson Learning Skills Program
20	7-9	Review of Training Techniques
27	7-9	Experience Sharing
April		
3	7-9	Group Brainstorm for <u>Tutor Handbook</u>
10	7-9	Experience Sharing:
17	7-9	Guest Speaker
24	7-9	Special Problems:
MAY		
1	7-9	Evaluation- Cycles 1 & 2
8	7-9	All records due at Project Office.



SAMPLE

ACADEMIC COMPONENT

COURSE: Training In Literacy Tutoring for Community Based Adults (2 credits)

COURSE NO: SED CC 559

INSTRUCTOR: Ruth S. Nickse

SCHEDULE: Fall 1984 and Spring 1985. Meeting times and place to be announced.

COURSE INFORMATION

DESCRIPTION:

This course trains students to tutor poorly skilled adults in reading. Those tutored are English speaking, out-of-school adults over 16 years old, without a high school diploma. The course integrates field experience and an academic component. It is useful for those considering adult basic education or human services as a career. Required for Literacy Tutors.

GOALS:

Students will be trained as literacy tutors able to teach reading to low-skilled adults, and will acquire knowledge about the problem of adult literacy and its effects.

COURSE OBJECTIVES:

- To become a trained literacy tutor
- To tutor low skilled adults in community settings for the academic year.

ACTIVITIES:

Tutor two adults individually, two times a week for 1½ hours, in basic reading.

This course is the academic component for the Boston University inter-generational literacy project "Collaborations For Literacy". It is a community-based adult tutoring project which seeks to improve adults' reading skills by helping them to read to children ages 4 to 11. Using the popular TV series "Reading Rainbow" and its featured childrens books, the project combines TV viewing and tutoring instruction to improve adults' basic reading skills.



SAMPLE

CC SED 559: Training in Literacy Tutoring for Community-Based Adults

Instructor: Ruth S. Nickse, meeting time and place to be announced. 2 credits.

COURSE REQUIREMENTS:

1. 18 hours of tutoring training
2. Approximately 16 weeks of preparing for and tutoring adults in the community
3. Attendance at in-service
4. One special project

SPECIAL PROJECTS - STUDENTS CHOICE:

1. Journal
 - Keep a weekly journal of your tutoring experience, report the (a) techniques you use with each client, (b) analyze their effectiveness, (c) report your satisfactions/disatisfactions with your own progress as a tutor, (d) the satisfactions/disatisfactions of your clients with their progress, and (e) findings about adult ed., school system.
2. Case Study
 - Develop two different case studies of your clients including demographic information. E.g., (a) sex, age, interests, skills, prior school experiences, (b) their feelings and attitudes about reading, schooling, learning in general, (c) report strategies used by client to cope with their poor skills using their own words where possible, and (d) analyze and compare differences and similarities between the two clients.

DUE DATE:

Two meetings with faculty advisor to discuss project techniques and progress.

F. ESTABLISH EMPLOYMENT POLICIES

OVERVIEW

Each Friday, salary checks are processed by the Work-Study office and distributed tutors by the Tutor Coordinator. Each tutor is responsible for filing weekly tutoring reports which record their hours. Two different time sheets are kept; one is sent to the Work-Study office and one is kept in the project files. Tutors are paid \$5.00 an hour. Paid time includes training sessions, in-service attendance, lesson preparation, assigned project activities, and, of course, tutoring. Tutors are paid for tutoring sessions even if their learners do not show up because they have prepared the lessons and traveled to the sites. Tutor illnesses, however, (along with holidays and travel time) are not paid.

TASKS

1. Plan employment details with the College Work-Study office.
2. Create a weekly time sheet for tutors.
 - Leave space on the sheet for any explanatory data about tutors' hours.
3. Create a payment policy.
 - Establish an hourly wage for tutoring and for related activities.
4. Create a payment schedule.
 - At Collaborations for Literacy, time sheets are filled out and checks are picked up by tutors each Friday.
5. Establish a payment file for each tutor, by week and by month.
 - The tutor coordinator should keep track of each tutor's balance.

TIPS

1. The amount of each College Work-Study award is different. It is based on financial need and year in school. Extensions may be granted if a student depletes the award before the year is over and still has financial needs.
2. Paychecks will vary weekly according to the number of hours worked.
3. The College Work-Study office should notify the project if any student's financial award balance is getting low.



SAMPLE

BOSTON UNIVERSITY
COLLABORATIONS FOR LITERACY

POLICY GUIDELINES FOR ADULT LITERACY TUTORS

Introduction

This project is called "Collaborations for Literacy" because many partnerships are involved to make it work. Community agencies, the university, project staff and funders are all involved in a cooperative effort to deliver literacy tutoring services in the community.

But it's you, the tutor, and your relationship with the adults you aid that is the most special form of collaboration. In order for this collaboration and the project to function properly, certain understandings are necessary. Please observe these policy guidelines as you work to improve adult literacy in Allston-Brighton.

Interpersonal relationships with learners

1. Literacy tutoring is a commitment, and is based on mutual respect and trust. Enjoy your learners as people and learn from them as they learn from you.

Job Professionalism

2. Literacy tutoring is paid employment, and as a tutor, you are an employee of Boston University. Remember that your behavior is a reflection of this institution, and be professional about this responsibility.

Tutoring Sites

3. Because tutoring is a professional relationship you must meet your learners at designated sites such as Jackson Mann or Brighton Public Library. You are also free to meet in any public place so long as it is safe and well lighted. Your own personal safety and that of your learners must be a primary consideration.

Be advised that your learners may not have drivers' licenses and suggest taking the bus or walking as alternative transportation if you are travelling together, for your own safety.

In-Service Participation

4. Attendance and participation in weekly in-service is mandatory and is part of the job for which you are paid. Poor planning of your academic work load is not an excuse for missing inservice. If there is a serious problem you must notify Michelle or other staff prior to Wednesday. Two absences from inservice will result in being put on probation as a tutor.



SAMPLE

Confidentiality

5. The names and personal histories of the adults who you tutor are absolutely confidential. During in-service discussions, you can refer to your learners by their first name.

Lesson Plans and Preparation

6. Your lesson plans and other preparations for tutoring are a record both of your work and your learners' reading progress. Poorly kept records diminish the achievement of both you and your learners. We will use your records to complete funders reports and for cumulative checks on learners' progress, so keep them up to date, please.

Being prepared and being on time for appointments are part of the job. Your learners are counting on you to help them learn to read better - don't let them down.

Additional Paperwork, Projects

7. If you are asked to supply additional information or volunteer to do other tasks related to the tutoring project, observe the due date for these activities, and be prompt in completing the work.

Time Sheets

8. Time sheets must be properly filled out using the appropriate job categories to identify how you have spent the hours filled, and must be signed to be processed. Keep accurate records of the hours spent on the job. It is a well-paying job with a lot of flexibility; don't abuse this job benefit. Evidence of such abuse will result in dismissal. If you need to increase or decrease your hours, discuss this with Michelle.
9. The project staff is always available to hear about your successes and problems and to answer your questions and make suggestions. Please feel comfortable about dropping in at the office anytime. If you want to discuss a particular topic, make an appointment so that we ensure enough time.

Thanks so much for your efforts this year - we hope you will find tutoring a challenging and rewarding job experience.

G. DEVELOP AND MAINTAIN A TUTORING SCHEDULE

OVERVIEW

The tutor coordinator develops and maintains a record of tutor/learner meeting times and places. This is necessary to avoid overscheduling at sites where space is often at a premium, and other activities often are going on. The record is distributed to tutors and learners, and copies also are sent to key contacts at tutoring sites.

The first master schedule for the term is completed when the tutor and learner are "matched". The schedule is based on tutor's and learner's time preference and availability, as well as the availability of tutoring spaces at the sites. It is revised on an on-going basis, and is changed each semester to accommodate the tutors' new class schedules.

Policy must be set to define exactly where tutors can meet their learners. For everyone's sake, tutors are encouraged to abide by the schedule and to tutor at the designated sites. However, unavoidable and last minute changes in tutoring schedules may occur when adult learners have home or job crises that take priority over tutoring.

TASKS

1. Develop policies for tutoring sites and follow-up.
2. Develop a master tutoring schedule.
 - Get class schedules from tutors before the semester begins.
 - Determine adult learners' availability from the application forms.
 - Consider sites nearest to the adult learner's home.
3. Distribute the master schedule to tutors and collaborators.
4. Revise schedules as needed and at the beginning of each semester.

4. Develop policies about where tutors may instruct and follow-up.

TIPS

1. Before preparing the master schedule, check the sites for school closing dates, holidays, and vacation periods.
2. Provide tutoring sites with master schedules to post.
Use the tutor's full name, but the learner's first name only to preserve anonymity.
3. Keep the master schedules current at tutoring sites.

H. CREATE A TUTOR REPORTING SYSTEM

OVERVIEW

A reporting system is a critical component for aiding and supervising the tutor's work, and the tutor coordinator plays a major role in the efficient functioning of the system.

The tutor coordinator is available to help with various aspects of the tutors' jobs. Tutors report at least weekly to the coordinator. Besides filling out time sheets and receiving their paychecks, tutors collect teaching materials and resources and give a weekly update on their learners' progress. Tutors can talk over lesson plans and problems and ask for alternative teaching strategies or resources. Any details about the community site or scheduling also may be discussed.

TASKS

1. Establish policies for communicating with the tutor coordinator.
2. Provide tutors with a quiet setting to talk to the tutor coordinator.
3. Establish a "reporting day." Require tutors to call the tutor coordinator or come in to the office at another time if they can't make the meeting.
4. Set up files for each tutor's records.
 - o Keep monthly lesson plans and other records here.
5. Maintain blank copies of all report forms.
6. Have supplies available for tutors (tapes, tape recorders, index cards, and other materials) on "reporting day."
7. Establish a resource file for tutors (grammar books, special references); have them sign a check-out sheet when borrowing materials.
8. Establish policies for communicating with the tutor coordinator.

TIP

1. Make sure tutors know they must call if they are unable to attend the in-service or participate in other program activities.



Project Implementation

STEP 4: RECRUIT ADULT LEARNERS

Steps taken to accomplish this:

	<u>See Page:</u>
A. Plan and implement publicity	103
B. Establish a referral network with collaborators	115
C. Coordinate literacy tutors as recruiters	116
D. Establish and implement telephone intake procedures	117
E. Interview potential participants	120
F. Coordinate the match	124

A. PLAN AND IMPLEMENT PUBLICITY

OVERVIEW

Collaborations for Literacy is dependent on publicity for recruiting program participants, and the assistant director is responsible for planning and implementing the campaign. The assistant director begins by compiling addresses and phone numbers of all contacts in the media, as well as those of important contacts in the community. Separate lists are created for general mailings, personal letters or presentations. A time line is also developed for all publicity to insure constant communication.

The work of compiling mailing lists should be done before the opening of the project. Leaflets, public service announcements, and letters can be designed as soon as a start date for tutoring has been set.

Public service announcements and news releases which describe the program and its eligible participants, can be sent to all media, including local cable stations, local newspapers, community newspapers and ethnic newspapers. Letters and leaflets can be sent to community organizations, religious institutions, local schools, unions, companies, hospitals, social service agencies, employment agencies, youth organizations, elderly homes, day care facilities, homecare agencies, health care employment agencies, neighborhood centers, women's organizations, housing groups, political organizations, housing projects, adult basic education programs, the probation court, the Department of Employment Services, Headstart, the Department of Welfare, volunteer organizations, shelters, ethnic organizations and libraries.

Leaflets can also be distributed at bars, restaurants, YMCA's, laundromats, liquor stores, convenience stores, community bulletin boards, neighborhood centers, and local street fairs. A continuous and widespread media campaign, one that uses all forms of communication, is essential to recruit adult learners. Every form

of communication should be used, from the written word to word-of-mouth. Adults without literacy skills are not easy to reach, thus many forms of "outreach" are needed.

TASKS

1. Compile mailing lists of media (e.g., daily and weekly newspapers, community and ethnic newspapers, newsletters, and television and radio stations.)
2. Compile mailing and phone lists of all agencies and appropriate organizations.
3. Make a time-line for a continuous campaign.
4. Design and disseminate leaflets once a program start date is set.
5. Write and send out news releases, public service announcements, and personal mailings.
6. Follow-up with phone calls.
7. Set dates for presentations, e.g., at agencies and church groups.
8. Start all over again, because continuous publicity is imperative.

TIPS

1. Identify all possible useful contacts in the community.
2. Make phone calls to contacts on mailing lists to inquire about what meetings to set up, what presentations to make.
3. Design an attractive leaflet with a distinctive logo.
4. Always include a contact name and phone number in all publicity. Revise mailing lists if letters are returned unopened.

5. Visit the local newspaper; try to get a feature article published on the project.
6. Keep copies of all clippings, public service announcements, brochures, leaflets.
7. Arrive at local day care centers when parents are dropping off and picking up their children. Leaflet day care center cubby holes.
8. Ask collaborators to make referrals. In turn, make referrals to other programs, create relationships/ contacts.
9. Send thank-you notes to those who make referrals.



SAMPLE

Do You Want To Learn To READ?

IF YOU...

- *•speak English and are 16 years or older*
- *are out of school*
- *don't have a diploma*
- *are willing to read to a child between the ages of 4-11*

TUTORING IS...

- *on a one-to-one basis*
- *in the Allston-Brighton area*
- *at no cost*

For More Information, Call 353-4667

Ask for Nancy Englander



*Collaborations for Literacy:
Boston University, Jackson-
Mann, Brighton Library*



SAMPLE

COLLABORATIONS FOR LITERACY

PUBLIC SERVICE ANNOUNCEMENT
FOR IMMEDIATE RELEASE

CONTACT: NANCY ENGLANDER
353-4667

ADULT TUTORING PROGRAM

DO YOU WANT TO LEARN HOW TO READ OR IMPROVE YOUR READING SKILLS?
DO YOU WANT TO BE ABLE TO READ TO CHILDREN? COLLABORATIONS FOR LITERACY
SPONSORED BY BOSTON UNIVERSITY IS OFFERING TUTORING ON A ONE-TO-ONE
BASIS TO ADULTS WHO ARE INTERESTED IN IMPROVING THEIR READING SKILLS BY
READING TO AND WITH CHILDREN AGES 4-11. THE PROGRAM IS OPEN TO PEOPLE
OVER 16 YEARS OLD WHO ARE OUT OF SCHOOL, HAVE NO HIGH SCHOOL DIPLOMA AND
ARE NATIVE ENGLISH SPEAKING. TUTORING IS FREE AND WILL BEGIN IN OCTOBER
AND RUN THROUGH MAY. FOR MORE INFORMATION CALL NANCY ENGLANDER AT 353-4667.

-----END-----



SAMPLE

COLLABORATIONS FOR LITERACY

PUBLIC SERVICE ANNOUNCEMENT:

CONTACT: NANCY ENGLANDER

FOR IMMEDIATE RELEASE:

PHONE: 353-4667

ADULTS: LEARN TO READ

COLLABORATIONS FOR LITERACY, AN INTERGENERATIONAL READING PROJECT IS RECRUITING ADULTS WHO WOULD LIKE TO IMPROVE THEIR READING SKILLS THROUGH READING TO AND WITH CHILDREN AGES 4-11. ADULTS WILL BE TUTORED ON A ONE-TO-ONE BASIS BY BOSTON UNIVERSITY WORK-STUDY STUDENTS. THE PROJECT IS OPEN TO ADULTS WHO ARE NATIVE ENGLISH SPEAKING, OVER 16 YEARS OF AGE, OUT OF SCHOOL AND HAVE NO HIGH SCHOOL DIPLOMA. TUTORING IS FREE AND WILL BEGIN IN OCTOBER AND RUN THROUGH MAY. COLLABORATORS FOR THE PROJECT INCLUDE BOSTON UNIVERSITY, JACKSON/MANN COMMUNITY SCHOOL, LITERACY VOLUNTEERS OF AMERICA AND THE BRIGHTON PUBLIC LIBRARY. FOR MORE INFORMATION, PLEASE CALL NANCY ENGLANDER AT 353-4667.

-----END-----



SAMPLE

Boston University

School of Education
605 Commonwealth Avenue
Boston, Massachusetts 02215

Division of Counseling, Reading,
Language Development and Special Education



RECRUITMENT LETTER TO COMMUNITY AGENCIES

September 11, 1984

Dear Friend,

The Boston University Adult Literacy Initiative is continuing its adult tutoring project in the Allston/Brighton area.

We need your help in spreading the word and recruiting adults who may be interested in participating in the project this year. The Initiative was successful in tutoring twenty adults in the Allston/Brighton community, and we hope to expand the number of participants to thirty during this academic year.

The scope of the project has taken a new and exciting twist to include an intergenerational reading component. Adults will improve their reading skills through reading to and with children ages 4-11. The project utilizes the television series "Reading Rainbow" tapes and featured books as its focus. Please take a moment to read the enclosed project description.

If you have any questions or referrals, please feel free to call me at 353-4667.

I am looking forward to hearing from you.

Sincerely,

Nancy Englander
Assistant Project Director
Collaborations For Literacy



SAMPLE

Boston University

School of Education
605 Commonwealth Avenue
Boston, Massachusetts 02215

Division of Counseling, Reading,
Language Development and Special Education



COLLABORATIONS FOR LITERACY

RECRUITMENT UPDATE LETTER TO COMMUNITY AGENCIES

November 19, 1984

Dear Friend,

I want to give you an update on the Boston University Adult Literacy Initiative.

To date, we have successfully trained work-study students and recruited adults who are interested in improving their reading skills. The Jackson/Mann Community School and the Brighton Branch of the Boston Public Library are now set up for viewing tapes and tutoring is taking place at both community sites.

We still want to spread the word to adults in the community who may be interested in participating in our project. If you know of any adults who are interested in improving their reading skills by working with a tutor, as well as reading to/with a child between the ages of 4-11, please feel free to contact me at 353 -4634.

Please take a moment to read the enclosed project description. I look forward to hearing from you.

Sincerely,

Nancy Englander
Assistant Project Director
Collaborations For Literacy

B. ESTABLISH A REFERRAL NETWORK WITH COLLABORATORS

OVERVIEW

All collaborators must understand the criteria for selecting program participants, so that they can make referrals. Each collaborator also should provide the program with a clearly written explanation of its services to the community. This should include the population that it serves, eligibility requirements for service, hours, costs, location, contact people, and phone numbers. This information should be on hand before the program start date. Referrals between collaborators is informal and ongoing, although an intense effort should be made at the beginning of the program to interest collaborators in such sharing.

TASKS

1. Obtain a program description from each collaborator, including, services, grade level of reading skills required (if appropriate), program start date, program end date, hours of services, location, phone numbers, contact person and whether or not the site is accessible by public transportation.
2. Keep all collaborators' descriptions on file.
3. Disseminate information to the community.
4. Create an informal phone referral network.

C. COORDINATE LITERACY TUTORS AS RECRUITERS

OVERVIEW

Literacy tutors can play an important role in recruiting participants by helping to disseminate project information. As participants in presentations or at community meetings, they can discover the community from the adult learners' perspective, learn about community services, and enhance their presentation skills. Tutors can speak from their own experiences and can share creative educational strategies that they have developed or used successfully. In the process, agencies get the opportunity to see the tutors and may be more willing to make referrals. In addition, other groups or potential participants in the audience can gain important information about the people delivering services.

TIPS

1. Rely on tutor energy to blitz the community with leaflets.
2. Ask tutors for their ideas about how to recruit learners.
3. Make tutors visible in the community.
4. Encourage tutors to share their stories and experiences at presentations. It's a strong recruitment tool.

D. ESTABLISH AND IMPLEMENT TELEPHONE INTAKE PROCEDURES

OVERVIEW

The assistant project director handles the intake process for all adult learners. When potential learners first call, they are given a simple, yet accurate explanation of the program, including the reading level required for participation, an explanation of one-to-one tutoring, and information on the curriculum and meeting locations. The assistant director then asks basic questions from an intake form to evaluate if the person is appropriate for the project.

It is very important to let the individual know exactly how the project works and where it is located. It is unfair to mislead potential participants, because this may be the first (and the last) time they may call a program and "expose" their reading problems. The assistant director should make a preliminary evaluation of the individual's needs, then schedule an appointment for an interview, or make an appropriate referral.

TASKS

1. Design an intake sheet and prepare a clear explanation of the program in advance of receiving calls.
2. Get all the information needed to make a preliminary assessment once the potential learner calls.
3. Establish an interview time and give clear directions to your location.
4. Describe yourself so that the potential learner will recognize you.

TIPS

1. If a learner's family member or friend calls, ask him or her to have the learner call you as well. It is important that the learner makes a personal commitment to the reading project.

2. Be sensitive to potential learners. This may be their first such call, and you may be the first person with whom they have shared information about their low reading skills.
3. Train other office staff on the intake procedure.
Potential adult learners may not call back!
4. Ask for a phone number where the caller can be reached.
5. Give him or her your phone number again.
6. Give the time and date of the meeting and also give directions to your location.
7. Confirm all appointments the day of, or the day prior to, the interview.



SAMPLE

COLLABORATIONS FOR LITERACY 1984 - 1985

LEARNER INTAKE

DATE: _____

NAME: _____ PHONE: _____
LAST FIRST M.

ADDRESS: _____ SEX: _____ AGE: _____
CITY STATE ZIP CODE

CONTACT DATE: _____ TUTORING STARTED: _____

REFERRED BY: _____

AGENCY OR RELATIONSHIP: _____

TUTOR: _____

.....
TEST RESULTS - READ PRE-TEST

A. Word Recognition: Instructional Level _____

B. Reading Comprehension: Instructional Level _____

C. Listening Comprehension: Instructional Level _____

DATE TESTING COMPLETED: _____

TESTER: _____

E. INTERVIEW POTENTIAL PARTICIPANTS

OVERVIEW

Immediately after the initial phone call, the assistant director sets up a one-hour appointment with the potential participant at either the library or the community school. Before the appointment, the assistant director should call and confirm the meeting. The interview is set up to collect background information on the learner, including: address, phone, age, number of children, educational background, source of income, employment information, family history, future educational goals, future employment goals, available tutoring time, tutor preferences and outside interests. This will be the first chance for the learner to visit the site, view the reading materials and receive specific information about the project. The interview serves as an introduction for the learner and a chance for the project staff to collect initial research data and the information necessary to make the tutor/learner match.

TASKS

1. Make appointment for one hour at a mutually agreed-upon site and time.
2. Call and arrange a space at the site.
3. Call and remind the learner of the appointment one day in advance.
4. Meet the learner at the site; show him or her around.
5. Conduct the interview in the room used for tutoring.
6. Provide the learner with another overview of the project.
7. Complete the intake questionnaire.
8. Show the learner a sample of the reading materials to be used.

9. Arrange for follow-up telephone call and provide the learner with his or her tutor's name and phone number.
10. Explain the testing and matching procedure.
11. Give your name and phone number again -- in case of any problems.

TIPS

1. Arrange space with your contact at the meeting site.
2. Try to make the learner comfortable.
3. Show the intake form you're filling out.
4. Tell the learner that all information collected is confidential.
5. Try to engage the learner in a conversation. This is helpful for matching the learner with an appropriate tutor.
6. Ask if there are any specifics about a tutor that they do not want.
7. Try to isolate a few specific days and times available for tutoring.
8. Let learners know that they can call you if any problems arise -- or if things are going well.
9. Let learners know that switching tutors is O.K.
10. Be honest about the project's goals.
11. Do not recommend people for the project who do not fit the program criteria. Refer them to another program, such as one offering GED or ESL instruction.
12. Ask if the tutor may call the learner's home to set up an initial appointment. (Others in the household may not know of the learner's reading problem or that he or she is getting reading help.)



SAMPLE

COLLABORATIONS FOR LITERACY

ADULT LEARNER INFORMATION

Educational Background:

Elementary: 0 1 2 3 4 5 6 7 8 High School: 1 2 3 4

Other: _____ (Circle Highest Level Completed)

Ethnic Background:

White _____ Black _____ Oriental _____ Native American _____ Other _____

Employment:

Occupation: _____ Employer: _____

Unemployed _____ Not in a labor market _____ Welfare: Yes _____ No _____

Marital Status: _____ Number of children: _____ Ages _____

Specify any significant physical/mental handicaps which would affect learning: _____

Personality traits relevant to tutoring situation: _____

Special reason for seeking help: _____

Time available for tutoring: _____

Suggested place: _____

Additional comments: _____

Date recorded: _____ By: _____



SAMPLE

COLLABORATIONS FOR LITERACY

U.S. Citizen? Yes _____ No _____

Library Card? Yes _____ No _____

Registered Voter? Yes _____ No _____

Adult Learner First Language

English _____	Spanish _____	Portuguese _____
Greek _____	Chinese/ _____	French _____
Vietnamese _____	Oriental _____	Italian _____
Other _____	Russian _____	

Years in Labor Force

3 and Under _____	10 to 15 years _____
3 to 5 years _____	15 to 20 years _____
6 to 8 years _____	over 20 years _____
8 to 10 years _____	Never employed _____

Future Employment Goals

Clerical/Office _____	Skilled Labor _____
Military _____	Service Industry _____
Factory/Industry _____	Manager/Administrator _____
Proprietor/Owner _____	Professional _____
Other _____	

Adult Learner Objective (Check All Applicable)

Learn to Read _____	Learn to write/grammar _____
Learn math _____	Improve reading _____
Improve writing _____	Improve math _____
Job search skills _____	Life coping skills _____
ESL _____	Get a license _____
Register to vote _____	Learn to parent _____
Other _____	

Long Range Goals (Check All Applicable)

8th grade certificate _____	Get a job _____
GED certificate _____	Get a better job _____
Adult diploma _____	Self-improvement _____
College _____	U.S. citizenship _____
Vocational training _____	Other _____

F. COORDINATE THE "MATCH"

OVERVIEW

After the interview, the assistant director reviews the tutor and adult applications and schedules in order to "match" them. The match is based on a tutor and a learner's outside interests, educational objectives, and schedules. The match is the most crucial of collaborations -- two people who will share experiences past, present, and future and build a trusting relationship. Often this is the first positive learning experience the learner will have, as well as the first tutoring experience for the Work-Study student. The match should be made as soon as possible after the interview; any lag time may result in the learner changing his or her mind.

TASKS

1. Review the tutor interview forms.
2. Review learner interview forms.
3. Review tutor schedules.
4. Write down interests and schedules of tutors and learners.
5. Locate a potential tutor for the match.
6. Give the tutor background information about the learner from the interview form (e.g., interest, employment, educational background and goals) and information about the learner's schedule.
7. Instruct the tutor to call the learner and set up the first meeting.
8. Instruct the tutor to call you back after the initial phone call to confirm the time of the first meeting.
9. Review and confirm meeting times with contact at sites.

10. Call the learner with the tutor's background and phone number.
11. Pray that the match works!

TIPS

1. Do not make matches that make you feel uneasy.
2. Give support to the tutor and give him or her a "sense" of the learner.
3. Make sure that both parties know that there is an opportunity to change the match, if necessary.
4. Use your instincts.



Project Implementation

STEP 5: DEVELOP RESOURCES

Steps taken to accomplish this:

	<u>See Page:</u>
A. Finance the project	129
B. Supply equipment	130

A. FINANCE THE PROJECT

OVERVIEW

Project funding is developed through grants from both public and private sources. In 1985-85, project funds for Collaborations for Literacy were supplied by the Massachusetts Department of Education, the Godfrey M. Hyams Trust Foundation, B. Dalton Booksellers, Inc. and Boston University. Resources from sponsors include financial grants and in-kind contributions. For example, Boston University donates office space, an in-service meeting room on campus, and media resources for tape duplication and tape viewing. All fund raising is ongoing, although, ideally, funding should be secured before the project is implemented.

TASKS

1. Research potential funders interested in service projects, adult education and literacy efforts.
2. Inquire about proposal requirements and deadlines.
3. Ask collaborators about possible funding sources.
4. Develop a funding timeline.
5. Prepare grants for submission.
6. Research available in-kind contributions at your sponsoring agency or university.

TIPS

1. Brainstorm with collaborators about available community resources and potential coordinators for fund raising efforts.
2. Coordinate continuous fund raising efforts.
3. Collect all data to include in proposals.

B. SUPPLY EQUIPMENT

OVERVIEW

Collaborations for Literacy furnishes all equipment, supplies, and learning materials for the project. Tutoring sites are supplied with VCR's, monitors, and Reading Rainbow books and tapes. All equipment, which is on loan to the sites, is insured and stored in a locked area. Tutors are supplied with materials, including audio tapes, audio recorders, pens, index cards, notebooks, scissors and markers. Tutors also have access to teaching materials purchased by the project. The project staff is supplied with all office supplies and the Reading Rainbow books and tapes. All equipment was purchased and delivered before the project was implemented.

TASKS

1. Purchase Reading Rainbow books.
2. Duplicate Reading Rainbow tapes.
3. Purchase VCR's and monitors.
4. Deliver equipment, tapes, and books to tutoring sites as specified in the memoranda of agreement.
5. Establish an on-campus tape viewing site for the Reading Rainbow tapes and a tape and book library.
6. Purchase all tutor materials to be distributed at training sessions.
7. Continue purchasing tutor and office supplies as needed.

TIPS

1. Purchase high quality equipment; you don't want a fuzzy television picture.
2. Review all tapes after duplication to insure that the duplication process was successful.
3. Order an extra set of books.



SAMPLE

SAMPLE OF EXPENDITURES COLLABORATIONS FOR LITERACY BUDGET JUSTIFICATION

Salaries

Project staff were supported partially by project sponsors and partially by other sources within the School of Education at Boston University. The Student Employment Office at Boston University provided the 20% match for college work study staff.

Operating Expenses

Supplies: Including office supplies, materials for the literacy tutors, audio and videotapes, and cassette players for the tutors.

Telephone: Calculated at \$30/month for equipment charges and \$30/month for toll calls.

Xeroxing/Printing: \$30/month for xeroxing and \$500 for printing project handbooks.

Postage: Covers ongoing project correspondence including project-related publicity.

Contracted services: Advertising costs; approximately \$300 for materials and project advertising efforts including flyers, posters, and project brochures.

Books: Reading Rainbow books for Boston University and other tutoring sites.

Travel: Local and out-of-state travel for project-related presentations and conferences.

Meeting expense: Weekly meetings for the literacy tutors and monthly Advisory Board meetings.

Capital equipment: Two VCR's, one monitor and listening stations/headphones for Boston University and other tutoring sites.

Collaborating sites: Provided partial staff support for tutoring site; staff assisted in scheduling, tutoring space, provided a contact person for tutors, referred potential clients, and participated in project presentations/conferences.

Office space: To include heat, lights, gas, electricity, garbage removal, water, janitor, furniture and maintenance.

Consultants: Contracted service for in-service speakers, reading testers, and handbook editor.



Project Implementation

STEP 6: DEVELOP THE CURRICULUM

Steps taken to accomplish this:

	<u>See Page:</u>
A. Identify reading objectives	135
B. Locate curriculum materials	138
C. Develop intergenerational curriculum materials	139
D. Develop the instructional process	145

A. IDENTIFY READING OBJECTIVES

OVERVIEW

Collaborations for Literacy teaches adults who are reading at the 0-4th grade level. As in any instructional system, a clear set of reading objectives acts as a framework for developing individualized lesson plans, for locating materials and developing teaching strategies and for diagnosing and assessing the learners' reading progress. Without a specific set of reading objectives, College Work-Study literacy tutors have no clear guidelines for tutoring. The reading objectives enable them and their learners to identify specific aims of instruction.

The list developed by project staff and the collaborators emphasizes seven areas of reading, including phonics, structural analysis, vocabulary, comprehension, job-related reading skills, self-awareness, self-monitoring skills, and individual reading needs. The list contains 57 specific competencies or objectives. There may be other objectives related to literacy tutoring that a project wishes to emphasize. Tutors should be made aware of them. No matter what curriculum content tutors use, tutors must have a clear sense of their instructional objectives and of the tutoring project's reading goals.

TASKS

1. Target the adult population that the project will serve. Those served by Collaborations for Literacy read at the lowest level - (0-4 grade).
2. Identify specific reading skills important to the learners to be served.
3. Create a list of specific reading objectives to guide tutors' instruction.
4. Set up a record-keeping system for tutors to keep track of learners' progress, based on the reading objectives.

TIPS

1. Find a reading consultant to help with these tasks!
2. Use the Collaborations for Literacy list of reading objectives.



SAMPLE

BOSTON UNIVERSITY READING COMPETENCIES FOR COLLABORATIONS FOR LITERACY PROJECT

A. DECODING: PHONICS

- | | | |
|---|--|--|
| 1. Initial consonants
(e.g. t,p,c,s,w,n) | 4. Long vowel patterns
(e.g. low, blow, go) | 7. Consonant blends
(e.g. st, br, bl) |
| 2. Final consonants
(e.g. t,s,n,p,d) | 5. Vowel digraphs (e.g.
oi, oe) | |
| 3. Short vowel patterns
(e.g. cat, met, sat) | 6. Consonant digraphs
(e.g. ph, gh, th) | |

B. DECODING: STRUCTURAL ANALYSIS

- | | | |
|--|---|--|
| 8. Contractions (e.g.
can't, won't) | 11. Possessives/Posses-
sive Plurals (e.g.
his, hers) | 14. Compound words (e.g.
afternoon, cannot) |
| 9. Inflections | 12. Prefixes (e.g. con,
in, pre) | 15. Long words |
| 10. Noun plurals (e.g.
cats, dogs) | 13. Suffixes (e.g. ing,
ed, ment) | 16. Roots |

C. VOCABULARY

- | | | |
|-----------------------|--------------------|-------------------|
| 17. Word recognition | 19. Classification | 21. Synonyms |
| 18. Multiple meanings | 20. Antonyms | 22. Context clues |

D. COMPREHENSION

- | | | |
|------------------------|-------------------------|--|
| 23. Story details | 27. Sequence | 31. Author's purpose |
| 24. Supporting details | 28. Fact/Opinion | 32. Character
development |
| 25. Main idea | 29. Drawing conclusions | 33. Figurative language |
| 26. Referents | 30. Cause/effect | 34. Uses story structure to
organize recall |

E. JOB RELATED READING SKILLS

- | | | |
|---|--|--|
| 35. Locating specific
information | 38. Relating print to
objects within the
environment | 40. Recalling specific
details |
| 36. Using contextual/
situational clues to
aid word identifica-
tion | 39. Reading a variety of
reading materials
specifically (e.g.
manuals, notices, etc.) | 41. Recalling total |
| 37. Following written
directions | | 42. Making judgments
based on reading |

F. SELF-AWARENESS/SELF-MONITORING

- | | | |
|--|--|--|
| 43. Assesses own
strengths | 46. Identifies strate-
gies for recalling
information read | 49. Aware of reading as
an opportunity to be
entertained |
| 44. Assesses own needs | | |
| 45. Identifies multiple
strategies for word
identification | 47. Identifies a purpose
for reading | |
| | 48. Views reading as a
communication process | |

G. INDIVIDUAL NEEDS

- | | | |
|---|-------------------------------------|--------------------------------|
| 50. Identifying tech-
nical vocabulary | 53. Recalling specific
details | 56. Taking notes |
| 51. Locating specific
information | 54. Following written
directions | 57. Outlining a proce-
dure |
| 52. Relating print to
objects in the | 55. Recalling total
information | |

B. LOCATE CURRICULUM MATERIALS

OVERVIEW

Depending upon the goals of the project and the training that the literacy tutors receive, they may be expected to locate useful instructional materials suited to their adult learners or to use materials brought in by their learners. Collaborations for Literacy tutors have several resources for locating materials, including the tutoring sites at Jackson-Mann and the library, both of which provide instructional materials. The Education Resources Library at Boston University also has many adult low-level high-interest materials. In addition, the environment is full of tutoring materials such as newspapers, labels, forms, and other items. Because of the intergenerational reading focus of Collaborations for Literacy, children's books are particularly appropriate for instructional use by tutors. The Collaborations for Literacy project also uses the Reading Rainbow television series and its featured books as learning materials.

TASKS

1. Develop an alliance with a nearby library and an adult basic education center to borrow materials.
2. Collect "life experience" materials (e.g., newspapers, menus, bank statements, maps.)
3. Encourage adult learners to bring in their own materials from home.
4. Use favorite children's books from home.

TIPS

1. Create file folders where tutors can store useful reading materials, such as ads, maps or forms.
2. Have tutors share their strategies with other tutors.

C. DEVELOP INTERGENERATIONAL CURRICULUM MATERIALS

OVERVIEW

The Collaborations for Literacy Project uses Reading Rainbow tapes and featured books as the core of its intergenerational project. In addition, tutors and staff have created activities to make the collection useful for the teaching of reading.

The justification and description of what has been created is discussed in Chapter 4. If the Reading Rainbow tapes and books are not easily available, other children's books can be used. In selecting books for this purpose, make sure that both adult and child will find something appealing in the story. Choose stories that have universal interest, for example, family relationships, changes in family life, moving, babies or vacations. Stories about family struggles with poverty, death and illness should not necessarily be avoided. Adult learners in our project like stories that deal with real life rather than fantasy. There are virtually thousands of excellent books to choose from. The children's librarian at your local library can be very helpful in suggesting choices that can be enjoyed by adults and children reading together.

Many parents who have low-level reading skills have children who are "at risk" in reading in school. Tutors can incorporate learning objectives important for success in school into their lesson plans. They can help adults understand what schools expect, and can coach parents in working on these skills with their children at home. Tutors can suggest activities that learners can do with their children at home. (See Collaborations for Literacy Tutor Handbook for ideas.)

TASKS

1. Select appealing children's books in a range of reading levels from grade 1-5.
2. Create an alphabetized word bank using all vocabulary words in each book. Develop word games and puzzles based on each book, using vocabulary from the word bank.
3. Tape record each book so that learners' can take books home for practice reading with their children.
4. Develop a set of reading comprehension questions for each book.

TIPS

1. Tutors can do these tasks to supplement their salaries.
2. Tutors can keep lists of books and teaching strategies that appeal and work well with both adult and child.
3. Tutors can swap information and teaching strategies during in-service workshops.



SAMPLE

READING RAINBOW: SEASON II 1984-1985
BOOK LIST

Aardema, Verna, Bringing the Rain to Kapiti Plain, New York: Pied Piper/Dial Books, 1981.

Aliki, Digging up Dinosaurs, New York: Harper and Row Trophy, 1981.

Allard, Harry and Marshall, James, Miss Nelson is Back, Boston: Houghton Mifflin Co., 1982.

Brown, Marc, Arthur's Eyes, New York: Avon Books, 1979.

Calhoun, Mary, Hot-Air Henry, New York: William Morrow and Co., 1981.

Demi, Liang and the Magic Paintbrush, New York: Holt, Rhinehart and Winston, 1980.

Drescher, Henrik, Simon's Book, New York: Scholastic Inc., 1983.

Goble, Paul, The Gift of the Sacred Dog, New York: Bradbury Press, 1980.

Hall, Donald, Ox-Cart Man, New York: Puffin Books, 1983.

Hazen, Barbara Shook, Tight Times, New Jersey: Puffin Books, 1983.

Hurd, Thacher, Mystery on the Docks, New York: Harper and Row Trophy, 1983.

Marshall, Edward, Three by the Sea, New York: Dial Easy-to-Read, 1981.

Noble, Trinka Hakes, The Day Jimmy's Boa Ate the Wash, New York: Dial Books for Young Readers, 1980.



SAMPLE

Sharmat, Marjorie Weinman, Gila Monsters Meet You at the Airport, New York: Puffin Books, 1983.

Schwartz, Amy, Bea and Mr. Jones, New York: Puffin Books, 1983.

Sharmat, Mitchell, Gregory the Terrible Eater, New York: Scholastic, Inc., 1980.

Walter, Mildred Pitts, Ty's One-Man Band, New York: Four Winds Press, 1980.

Williams, Vera, A Chair for My Mother, New York: Greenwillow Books, 1982.

Williams, Vera, Three Days on a River in a Red Canoe, New York: Greenwillow Books, 1981.

Yorinks, Arthur, Louis the Fish, New York: Farrar, Straus and Giroux, 1980.



SAMPLE

COLLABORATIONS FOR LITERACY
FRY READABILITY FOR READING RAINBOW BOOKS

<u>BOOK TITLE</u>	<u>APPROXIMATE BOOK LEVEL</u>
1. <u>Three By The Sea</u>	1.0
2. <u>Mystery On The Docks</u>	1.0
3. <u>Miss Nelson Is Back</u>	1.5
4. <u>The Day Jimmy's Boa Ate The Wash</u>	2.0
5. <u>Tight Times</u>	2.0
6. <u>A Chair For My Mother</u>	2.5
7. <u>Gila Monsters Meet You At The Airport</u>	2.5 - 3.0
8. <u>3 Days On A River In A Red Canoe</u>	3.0
9. <u>Arthur's Eyes</u>	3.0
10. <u>Ty's One-Man Band</u>	3.0
11. <u>Laing And The Magic Paintbrush</u>	3.5
12. <u>Gregory The Terrible Eater</u>	3.5
13. <u>Louis The Fish</u>	3.5
14. <u>Hot Air Henry</u>	4.0
15. <u>Ox-Cart Man</u>	4.5 - 5.0
16. <u>Bea and Mrs. Jones</u>	5.0
17. <u>Digging Up Dinosaurs</u>	5.0 (text) 5.0 (small print; variable possibly higher up to 9.8)
18. <u>Bringing The Rain To Kapiti Plain</u>	5.5
19. <u>The Gift of The Sacred Dog</u>	5.5 - 6.0
20. <u>Simon's Book</u>	6.0



SAMPLE

COMPREHENSION QUESTIONS FOR READING RAINBOW BOOKS 1984-1985

GILA MONSTERS MEET YOU AT THE AIRPORT BY MARJORIE WIENMAN SHARMAT

STRUCTURE

1. What story takes place in several locations. Around what event is this story occurring?
A family moving.
2. What was the boy worried about?
He was afraid that life out West would be too different for him.
3. What did he do to find out if this was true?
He talked to his friend and read books about the West.
4. What eventually happened to make the boy realize that he was wrong?
He met a boy in the airport who was moving East who had heard the same type of stories. He knew the stories about the East weren't true.
5. What happened to the boy's thinking as he got to his new home?
He realized that it wasn't as different as he had thought.

INFERENTIAL/EXPERIENTIAL

1. The boy was afraid to move because of stereotypes of the West. Have you ever noticed the stereotypes mentioned in the book in people?
2. Stereotypes may or may not be based on truth, but they add a certain uniqueness to an area. What stereotypes do you know of about the New England area?
3. The other boy in the airport was in the same situation as the story's main character. How did knowing this reassure the little boy? How can someone having a similar problem as yours help you?
4. Have you ever been afraid to do something because of things you have heard about it? What was it?

MASTER VOCABULARY LIST

galloping	goat	gurgling	ha	haystack
game	gobbled	guy	had	he
games	goes	gym	hadn't	he'd
gang	going		hail	he's
ganged	gold		hair	head
gangplank	goldfish		having	heading

D. DEVELOP THE INSTRUCTIONAL PROCESS

OVERVIEW

Collaborations for Literacy uses one-to-one tutoring as its primary instructional method. Tutors meet with adult learners once or twice a week, for about two hours. Tutors prepare lesson plans for each session, keep weekly and monthly records of their instructional goals and teaching strategies, and evaluate the effectiveness of their efforts. Since there is a certain amount of unpredictability in the learning process, tutors often have to adjust the prepared lesson during a session as misunderstandings and reading weaknesses are revealed. Tutors must also adjust the pace of instruction to the individual learning needs of their adult learner.

TASKS

1. Create a flow chart that outlines the entire instructional process.
2. Check the process at each step for the necessary support and resources, to facilitate each step.
3. Revise the process based on information from tutors and collaborators, and adult learners.

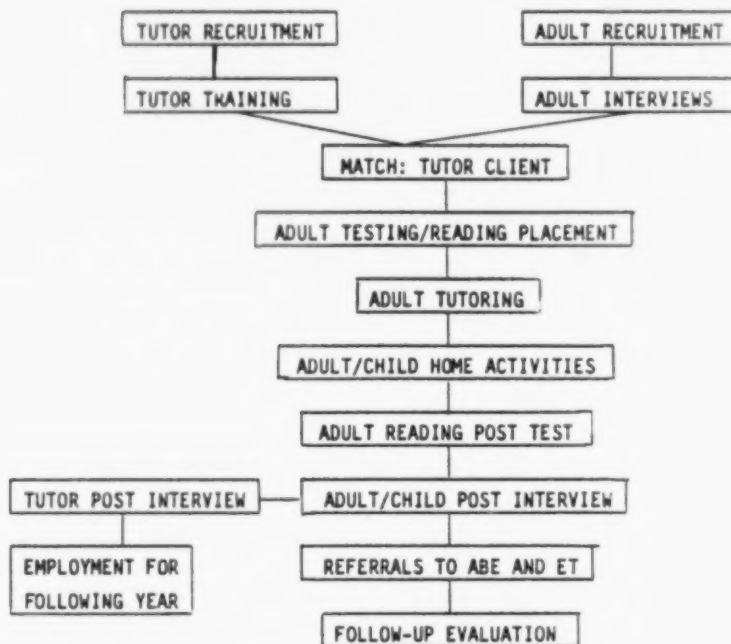
TIP

1. Design in-service sessions to encourage sharing of teaching techniques between tutors.



SAMPLE

BOSTON UNIVERSITY COLLABORATIONS FOR LITERACY: AN INTERGENERATIONAL LITERACY PROJECT CLIENT FLOW



*PROGRAM PROCESS:

1. Tutor and adult learner meet
2. Tutor and adult learner view tape.
3. Adult learns vocabulary in the book
4. Tutor and adult practice reading book until proficient.
5. Adult and child view tape together.
6. Adult takes book home to read to/with a child.
7. Adult and child engage in activities related to the book.
8. Adult returns book.
9. process starts over again with new book.



Project Implementation

STEP: 7 DESIGN THE RECORD KEEPING

Steps taken to accomplish this:

	<u>See Page:</u>
A. Collect records on tutors	149
B. Collect records on learners	151
C. Collect tutor records on learners	156

A. COLLECT RECORDS ON TUTORS

OVERVIEW

Tutor records are kept by the tutor coordinator. These records document background information, weekly hours worked, class schedules, in-service attendance and tutoring schedules. Background information on tutors' interests and demographics is collected at the initial interview. Each tutor meets with the tutor coordinator weekly to turn in the time sheets. Class and tutoring schedules are collected at the start of each semester and all records are kept on file at the project office.

TASKS

1. Design all forms.
2. Record background information and demographics at tutor interviews.
3. Collect class schedules at start of each semester.
4. Collect tutoring schedules at start of each semester.
5. Coordinate master tutoring schedule for each site.
6. Distribute and collect weekly time sheets.

TIPS

1. Ask tutors to inform tutor coordinator about any changes in class schedules or tutoring schedules.
2. Collect tutor time sheets weekly.
3. Design time sheets to include specific tasks that tutors do for pay.
4. Keep updated list of tutors' phone numbers and addresses and distribute to all collaborators, tutors, and project staff.
5. Request that tutors record all tutoring times met and cancelled.



SAMPLE

COLLABORATIONS FOR LITERACY
TUTOR TIMESHEET

NAME: _____

Week Starting (Monday date)- _____

	MON.	TUES.	WED.	THURS.	FRI.	SAT.	SUN.
1. LESSON PREPARATION							
2. TUTORING							
3. TAPE VIEWING list tapes at bottom of sheet							
4. INSERVICE							
5. CONFERENCE							
6. RECRUITMENT							
7. PROJECT CLERICAL TASKS							
8. FRY READABILITY							
9. WORD BANK							
10. OTHER specify task:							

assigned by: _____

WEEKLY TOTAL: _____

Tutor's signature _____

Date _____

Supervisor _____

Date _____

B. COLLECT RECORDS ON LEARNERS

OVERVIEW

The assistant project director collects information on the adult learners including demographic information, test scores, separation information if learner leaves the project, and any referrals made on behalf of the learner. Records are kept to document who the participants are, why they have joined the project, their skill level at the beginning and end of their tutoring, and follow-up information. These records are helpful for funding sources, project publicity, and project evaluation. All records are confidential and are kept at the project office.

TASKS

1. Design forms for data collection on learners.
2. Collect data at the initial interview.
3. Record all separations.
4. Record all referrals.

TIPS

1. Keep detailed and accurate records.
2. Leave space for comments.
3. Record quotes from learners about insights into project.
4. Update all demographic data and test scores each semester.



SAMPLE

COLLABORATIONS FOR LITERACY
CLIENT STATISTICS *

N = 22

1. Ethnic Background

White	10
Black	11
Hispanic	1

2. Gender

Male	9
Female	13

3. Age Range: 20-54

Average: 32

4. Public Assistance

AFDC	8
Disability	1

5. Marital Status

Single	12
Married	7
Divorced	3

6. Last Grade Completed

First grade	1
Third grade	1
Sixth grade	1
Seventh grade	1
Eighth grade	3
Ninth grade	3
Tenth grade	2
Eleventh grade	2
Twelfth grade	8

7. Children's Ages

2-14	
13 participants with Reading	
Rainbow aged children	

8. Occupation

Computer training
Nursing assistant
Bus monitor
Shipper/receiver
Maintenance worker
Jeweler
Truck driver
Cook
Contractor
Waitress
Upholsterer
Custodian

9. Residence

Malden	1
Roxbury	3
Brighton	8
Boston	2
Allston	1
Dorchester	3
Mattapan	1
Somerville	1
Jamaica Plain	1
Weymouth	1

10. Adult Library Card

Yes	7
No	15

11. Educational Interest

Learn to read	7
Learn to write/grammar	7
Improve vocabulary	2
Improve reading	10
Improve writing	9
Learn parenting skills	3
Life coping skills	1
Improve pronunciation	1
Job search skills	1
Spelling	3
Get a license	1
Comprehension	1

*Statistics compiled January - May 1985



SAMPLE

12. Long term/Short term Goals

GED	7
Get a better job	6
Self improvement	14
Adult diploma	2
College	3
Get a job	6
Vocational training	1

13. Future Employment Goals

Food service management
Computers
Child psychologist
Nurse
Mail clerk
Mechanical drawing
Office work
Skilled labor
Open small business
Social worker

14. Special Interest

Computers
Black history
Poetry
Religion
Cooking
Crime
Baseball
Jewelry making
Children
Sewing
Music
Women's issues
Spanish

15. Contacted the Project

Friend	1
Radio	7
Jackson Mann	4
Literacy Volunteers	1
Leaflet	2
AFAC	1
Winship School	2
Probation officer	1
Employer	1
Brother	1
Brookline Welfare Dept.	1



SAMPLE

COLLABORATIONS FOR LITERACY 1984 - 1985

ADULT LEARNER REFERRAL FORM

NAME _____

ADDRESS _____

PHONE _____

AGE _____

HOW DID YOU HEAR ABOUT THE PROGRAM? _____

ARE YOU EMPLOYED? _____

DO YOU HAVE A HIGH SCHOOL DIPLOMA? _____

LAST GRADE COMPLETED? _____

EDUCATIONAL INTEREST? _____

DO YOU HAVE CHILDREN/CHILD TO READ TO/WITH? _____

AGE OF CHILD _____

AVAILABLE TIME FOR TUTORING _____

REFERRAL BY _____

ADDITIONAL COMMENTS _____



SAMPLE

COLLABORATIONS FOR LITERACY

SEPARATION FORM

Adult learner's name _____ Date of Separation _____

Tutor _____

Circle All Applicable Reasons for Leaving

- | | |
|-------------------------------------|---------------------------------------|
| 1. Moved _____ | 12. Instruction irrelevant _____ |
| 2. Conflicts with Job _____ | 13. Inconvenient class schedule _____ |
| 3. Family Responsibility _____ | 14. Too far to travel _____ |
| 4. Health Problems _____ | 15. Lack of Transportation _____ |
| 5. Cannot work in group _____ | 16. Felt location unsafe _____ |
| 6. Cannot work alone _____ | 17. Lacked child care _____ |
| 7. Lacked study Skills _____ | 18. Family objections _____ |
| 8. Felt progress too slow _____ | 19. Handicap _____ |
| 9. Diminished interest _____ | 20. Attained objective/Goal _____ |
| 10. Instruction too difficult _____ | 21. Other (Specify) _____ |
| 11. Instruction inadequate _____ | |

Educational Level At Time Of Separation (Check One)

1. 0-2 _____
2. 3-4 _____
3. 5-6 _____
4. 7 and higher _____

Reading Test Used: _____

Student Achieved Objectives (Check all Applicable)

- | | |
|-----------------------------------|---------------------------------|
| 1. Learned to read _____ | 6. Improved math _____ |
| 2. Learned to write/grammar _____ | 7. Got job search skills _____ |
| 3. Learned math _____ | 8. Got life-coping skills _____ |
| 4. Improved reading _____ | 9. ESL _____ |
| 5. Improved writing _____ | 10. Learned to parent _____ |
| | 11. Other _____ |

Student Achieved Goals (Check All Applicable)

- | | |
|---------------------------------------|---|
| 1. Earned 8th grade certificate _____ | 8. Gained self-confidence/ self-improvement _____ |
| 2. Earned GED certificate _____ | 9. Got U.S. citizenship _____ |
| 3. Earned adult diploma _____ | 10. Got a license _____ |
| 4. Accepted into college _____ | 11. Got voters registration card _____ |
| 5. Got into vocational training _____ | 12. Got off welfare _____ |
| 6. Got a job _____ | 13. Got into military service _____ |
| 7. Got a better job _____ | 14. Other (specify) _____ |

Comments: _____

Recorded by: _____ Date recorded: _____

C. COLLECT TUTOR RECORDS ON LEARNERS

OVERVIEW

Tutors collect data on their learners on an on-going basis. Records include a weekly tutoring report, tutor log, weekly lesson plans, monthly lesson summaries and a monthly progress chart recording reading competencies. All records are periodically reviewed by the tutor coordinator. All documentation is collected at the end of the project for final reports and project evaluation.

TASKS

1. Distribute all forms to tutors.
2. Set up schedule for turning in monthly forms.
3. Explain to tutors what each form is designed to do.
4. Establish schedule for periodic review of forms by tutor coordinator.
5. Collect monthly lesson plans.
6. Collect all data at project end.

TIPS

1. Explain why forms are completed.
2. Explain how forms are completed.
3. Let tutors keep weekly plans to prepare monthly summaries.



SAMPLE

WEEKLY TUTOR REPORT

Tutor Name: _____ Semester: Fall/Spring

Date: _____

Learner's Name: _____

Date(s) of Meeting(s): _____ Site: _____

Date(s) of canceled meetings: _____ Reason given: _____

Date(s) of phone calls: _____ Resolution: _____

Tutor's background information about the learner(s):
(Everything they say verbatim)

Activities tutors are doing or planning to do with learners:

Problems:
(Either tutor or learner)
Tutor's problem:
Learner's problem:

Suggestions:

LEARNER: _____

TUTOR: _____

DATE: _____

WEEKLY LESSON PLAN

Reading Objectives (Specify by number from progress chart. Identify specific words, phonic elements, etc.)	IRM*	Instructional Strategies	Time on task per obj.	Materials (specify books/ tapes used).	Learner's Progress/Reactions**
Homework Plans					
Future Plans					

*Introduced, Reviewed, Maintained **Use progress chart description. Write verbatim remarks, if possible.

Adapted from Literacy Volunteers of America



SAMPLE



SAMPLE

Monthly Summary of Lesson Plans

Tutor:

Month:

Client:

Dates of Scheduled Meetings:

Cancelled Meetings:

Reasons:

1. Specific goals (specify objective number from progress chart. List specific letters, phonic elements, and words introduced and practiced.)

Date	Objective

2. What Reading Rainbow tape(s)/book(s) are you working with?

Total
Instruction
Time:

TUTOR/PROJECT YEAR

DECODING: PHONICS

14. Compound Words (e.g. afternoon, cannot)

SAMPLE





SAMPLE

SAMPLE

COLLABORATIONS FOR LITERACY

TUTOR LOG

INTRODUCTION

This is a guide to help you keep a journal on each of your tutoring sessions. You do not have to answer every question in each entry. Some questions are only appropriate for specific portions of a session. The last part, "tutor blab" should be covered in each entry. Feel free to expand on these ideas, and take the necessary time to write down any and all impressions, thoughts and suggestions that you may have. This journal will help you keep track of the sessions, as well as to see your progress and growth as a tutor and your relationship with the learner.

PRE-TAPE STRATEGIES

1. How is the tape selected? e.g., learner's interest? randomly selected?
2. Who selects the tape? Tutor or learner?
3. Record how you present tape viewing to the learner. e.g. ("Now we are going to watch a tape on...or "this tape is about"...etc...) Record any of the learner's reactions/comments.

TAPE VIEWING

1. What is the climate like while viewing the tape? (e.g., relaxed, bored, like watching TV with a friend, like watching TV in a class?) Note whether the comments were made by learner, child or tutor.
2. What is the conversation while viewing? (e.g., about the tape itself, the content, personal stories that may relate to the story, personal stories that do



Project Implementation

STEP 8: EVALUATE THE PROJECT

Steps taken to accomplish this:

A. Design the evaluation plan

See Page:

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A. DESIGN THE EVALUATION PLAN

OVERVIEW

Collaborations for Literacy is a service delivery project in adult basic education. A major component of it is on-going evaluation. Data for evaluation activities is collected from forms, records and personal interviews. Data is collected in four areas: the collaboration process, the intergenerational focus, the Reading Rainbow series as a curriculum, and the use of College Work-Study students as literacy tutors. Answers to questions about general administration and the effectiveness of policies and procedures are gathered on an on-going basis through the system of record-keeping and documentation developed by the staff.

Data collected by the Collaborations for Literacy staff is used to revise project administration and program content and to evaluate the effectiveness of the project in reaching its goals. It is the basis for both short and long-term program decisions and provides information about the project for reports to funders and sponsors. Conference presentations and articles are also based on the information gathered.

TASKS

1. Design evaluation strategies.
 - Identify project goals for one year
 - Design forms and records for documenting the achievement of each goal.
2. Collect data.
 - Assign staff to collect specific data.
 - Plan time and place for collecting data.
3. Summarize data.
 - Develop master forms for analyzing and summarizing information on each goal.

4. Use the data collected.
 - Revise project policies and procedures based on data.
 - Issue reports based on data collection to funding agencies, collaborators and others.
 - Disseminate project information through presentations and products.

TIPS

1. Be sure each goal is measureable and has activities that are concrete and specific.
2. Prepare a time line for collecting data.
3. Set up files for data collection.
4. Assign staff members to complete the evaluation of each particular goal.
5. Share the data with all staff members and collaborators.



SAMPLE

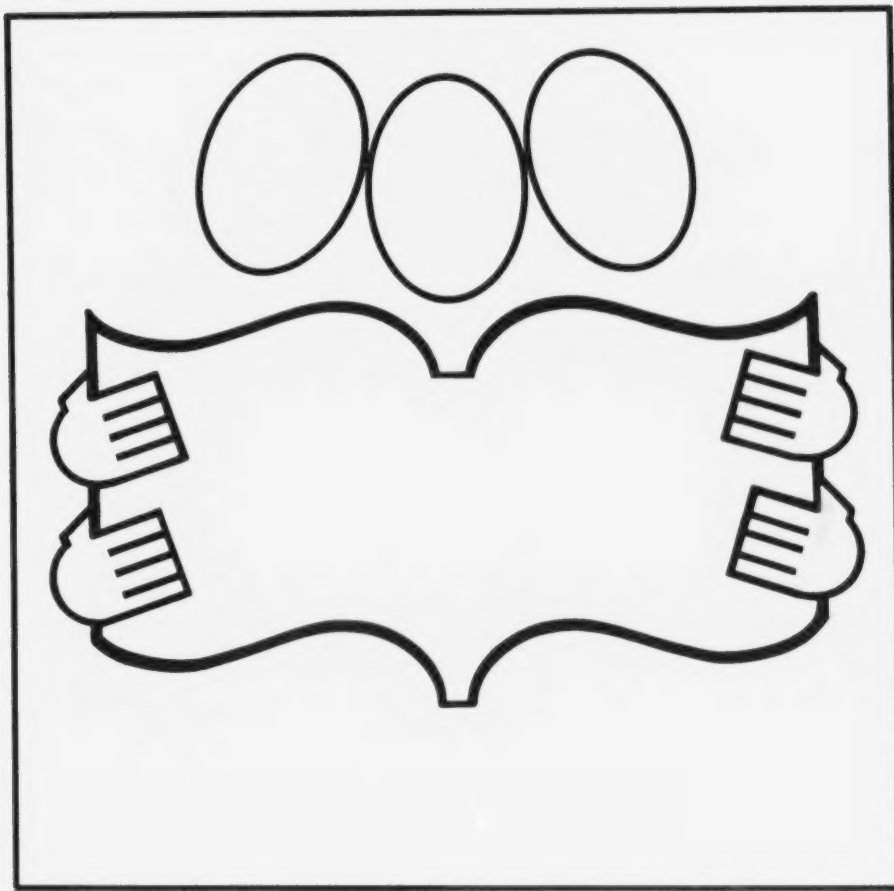
RESEARCH GOALS AND DOCUMENTATION STRATEGIES
FOR THE COLLABORATIONS FOR LITERACY PROJECT
Fall 1984-Spring 1986

<u>Objective 1:</u>	An increase in reading skills for adults
<u>Documentation:</u>	-pre and post test scores on <u>READ</u> test -weekly lesson plan -reading progress chart (noting specific skills) -word bank skills increase -tapes (improvement of fluency in specific books)
<u>Objective 2:</u>	An increase in interest in reading for children
<u>Documentation:</u>	-Reading Rainbow booklet -monthly summary -tutors log -learner/child interview
<u>Objective 3:</u>	An increase in positive reading behaviors for adults and children
<u>Documentation:</u>	-becoming members of the Allston-Brighton library (library cards) -number of library books borrowed and reference information (title, author, publisher, year) -reading to children (self reports learner-child interview)
<u>Objective 4:</u>	Improved self esteem of adults and children in image as "readers"
<u>Documentation:</u>	-tutors log -learner/child interview
<u>Objective 5:</u>	A worthwhile work-study experience for college work-study students
<u>Documentation:</u>	-tutor interview (end of year) -tutor demographic profiles -informal reports to tutor coordinator
<u>Objective 6:</u>	Increased cooperation between community agencies and Boston University in the provision of intergenerational literacy services to Allston-Brighton
<u>Documentation:</u>	-letters of agreements with prime collaborators (Jackson Mann, Brighton Public Library, Literacy Volunteers) -evidence of participation with collaborators -Advisory Board meeting -Records of other meetings with additional collaborators e.g. District #1 Winship School, Headstart.



SAMPLE

<u>Objective 7:</u>	Increased participation of low-reading skilled adults in adult basic education classes (a long-term goal)
<u>Documentation:</u>	-referrals to Jackson Mann
<u>Objective 8:</u>	Increased knowledge about the effectiveness of an intergenerational approach for an adult basic reading project.
<u>Documentation:</u>	-tutor log -monthly summaries -learner-child interview -collaborator reports -numbers of adult child participant pairs
<u>Objective 9:</u>	Increased knowledge about the effectiveness of Reading Rainbow tapes and books as instructional techniques for adults.
<u>Documentation:</u>	-tutor tape evaluation -learner tape evaluation -tutor log -lesson plans -tutor interview -learner-child interview -discussion questions about books -readability formulas of books
<u>Objective 10:</u>	Increased knowledge about the use of off-air TV as an aid.
<u>Documentation:</u>	-tutor logs -tutor and learner ratings -collaborator reports



6. Insights and Perspectives

INSIGHTS AND PERSPECTIVES

The staff of Collaborations for Literacy has had two years of experience in planning and managing a community-based reading project using College Work-Study students as adult literacy tutors. In this brief timespan, staff members have learned a great deal about the advantages of literacy tutoring as a student job. They have also learned about the benefits to a university that sponsors such a literacy project, and about the problems that may arise when using college students as literacy tutors. Thus both benefits and issues will be presented in this chapter.

BENEFITS TO THE INSTITUTION

Boston University has benefited from the Collaborations for Literacy project in two major ways. First, the University has enhanced its commitment to the intellectual and social growth of its students by supporting this unique Work-Study placement. Second, the University has developed new and important links and relationships with local human service agencies and community resource organizations.

BENEFITS TO TUTORS

Students acquire many new skills as tutors. They learn to empathize and to suspend judgement about others' lives and choices. They develop organizational and time management skills. Also, as one tutor remarked, she has learned "to give and give, with no quick return" -- a form of patience that is

bound to come in handy throughout her life. In addition, although most tutors will never be professional instructors, they learn to design lesson plans and, in doing so, develop priceless insights into the difficulties and joys of teaching others, lessons that will be invaluable if they become parents.

Besides these skills, college literacy tutors extend their often narrow student world to include knowledge of the community of Boston, and of the lives and values of others unlike themselves. Through these experiences, they can gain renewed appreciation for their own families and educational opportunities.

Students also report that tutoring experiences have helped them make academic and career choices, develop self-knowledge and self-esteem, gain a sense of shared purpose with other students, acquire knowledge of different communities and of different people, and gain an understanding of a major social problem: adult illiteracy.

When students compare literacy tutoring to other Work-Study jobs they have had, without exception, they agree that tutoring is "better." The nature of the work appeals to them because they can set their own hours, work independently, use creative ideas, and become "part of someone's life."

At year-end interviews, tutors have talked about what they've gained through the project. Here are some examples:

Academic and Career Choice:

"I'll take linguistics in summer school to study word origins -- a new interest because of tutoring."

* * *

"Tutoring cemented my career plans [to earn a Ph.D. in clinical practice]. My father is a social worker. Tutoring made me feel good -- like I was 'carrying the torch.'"

* * *

Self-Knowledge and Self-Esteem:

"I learned I have a good way with people. I felt that I was from a depressed background; I've learned how fortunate I am."

* * *

"Tutoring taught me the importance of education -- how you don't know everything and you're never going to. I didn't think that I could just sit and teach someone, structuring it out, breaking it down. Tutoring also helped me with my own studying. Things I taught I started to do; I took my own advice. Teaching my learner comprehension helped me to pass my own tests."

Shared Purpose:

"I enjoyed being part of someone's life."

* * *

"We're all different, but we can find common bonds, even with differences in race or religion. We can find ways to share."

* * *

"I learned to give and give, with no quick return."

* * *

Illiteracy:

"Adults with literacy problems have only a small chance to change their lives."

* * *

I never knew that everyone can't read and write. I'm surprised about the extent of the problem."

* * *

"Some adults are worse off because they can't read. Lots of people put them down because they can't, but it doesn't mean they're dumb or not intelligent. It's not the person's fault."

* * *

Problems Faced By Tutors

Since tutors both contribute and learn at the same time, the sense of accomplishment seems to outweigh the problems they encounter. But those problems are very real and are described in the following section.

The poor reading skills of program participants, coupled with personal problems they often face -- poverty, illness, unemployment and poor self-image -- often conflict with a tutor's perhaps idealized notions of a tutoring job.

Technical problems in the teaching of reading to adults. As tutors begin to work closely with their learners, unexpected problems test the tutors' patience and creativity and often pose immediate and unplanned teaching problems. Phonics, sight words, comprehension, prefixes, suffixes and parts of speech need to be well understood by tutors so that they, in

exercising tact and consideration.

"She made me feel guilty when I told her I was also going to tutor 'C'. I couldn't work with her twice a week and with 'C', too, because of my schedule."

* * *

"She spent a lot of time talking about her accomplishments in order not to face her low reading ability."

* * *

'B' seemed very unmotivated. I forced him to make a decision about whether or not to continue being tutored."

* * *

"She always 'forgets' to keep her appointments. I taught her to use an appointment calendar, and I call her before each meeting."

* * *

"It took a long time to get 'Y's' confidence. She is now more relaxed and trusting."

* * *

"She didn't want to write; she couldn't or wouldn't use a pencil. I joshed her along and told her, 'It's your turn to write.' Laughing about it helped a lot."

* * *

"He [a black male learner] wanted a male tutor and he got me, a white woman. We just looked at each other the first time, but now we're great friends."

* * *

"I thought I could deal realistically with different kinds of people, but there were times when I resented my client for not recognizing my needs."

* * *

Erratic attendance of learners. Adult learners all have complicated lives, with commitments to families, jobs and community organizations. Problems such as family emergencies, health issues, and housing and financial problems, all contribute to the erratic attendance of many learners. While some call or contact their tutors to break or postpone tutoring sessions, others show up late or not at all. Tutors are counseled about this behavior, but it can be disturbing to them, and represent different values about commitment, punctuality and courtesy.

"My client and I have difficulty finding compatible tutoring times because he has a job."

* * *

"My learner never showed up again after spring break. The telephone rings; no one answers. It's a mystery to me."

* * *

"I waited an hour and a half; he didn't ever apologize for being late."

* * *

"Work seems his first priority, so I 'flexed' my hours to teach him on weekends, which was hard on me. He didn't show up and he didn't call. At least my other learner calls when she can't come. She says 'I forgot' or 'I just don't feel like it.' At least she's truthful, but I tell her that we all have to do things we don't like sometimes."

* * *

Inappropriate matching of tutor and learner.

Occasionally, a tutor-learner match is incompatible, either because the adult learner is an inappropriate client for the program's services (for example, reads above the fifth grade) or has significant emotional problems. Staff members need to monitor all matches since the "match" is crucial to effective instruction. Inappropriate matches may call for a switch of tutors or a referral to another program.

"My first client was an alcoholic. I felt responsible for her misses. I felt it was expected of me to tutor her. I'm glad I was the tutor who had her because of my counseling background. She shouldn't have been in the program."

* * *

"I had awful scheduling problems, 'A' didn't work out with me or with another tutor. 'A' told us both how he 'wore out tutors' and he seemed proud of it."

* * *

Differing values and life styles. Tutors and learners come from different backgrounds and usually differ in age, sex, race, educational experiences, values, and life style. Learning to understand and to appreciate these differences can be both upsetting and pleasurable.

"He said he had some 'business emergencies' or he 'didn't feel up to coming to tutoring.' These excuses got me mad. His priorities put business first, but tutoring is my business. If he wants to learn to read, he has to come."

"My client went without eating for a month to buy a car. She really needed that car. In student life we do without things or we can turn to our parents. When you're on your own, with no money in the bank, its different. We have to appreciate a different lifestyle and it's hard."

* * *

"She comes from a TV house, not a book reading house."

* * *

"My friendships with learners makes me feel like I'm out of the 'ivory tower.' It feels good to help them out; life styles, backgrounds, the way they perceive the world is different. She's black and religious, I'm white and not."

* * *

"My father was a parole officer and social worker, so I wasn't sheltered, but I hadn't experienced urban poverty."

* * *

"My learner came to my senior concert, and she's coming to my graduation."

* * *

"She's just like my grandmother, she bakes me cookies. We're both Polish!"

* * *

Difficulties in evaluating success. Initially, tutors focus on the technical processes of teaching reading; the problem of evaluating their success and their learners' progress emerges later in the tutoring process. Tutors often are disappointed and feel personally responsible for slow progress. They must be taught to notice the more subtle changes in behaviors, attitudes and values among adult learners. For adults with literacy problems, progress often is painfully slow. Tutors report that lessons are often forgotten within a week and that adults have trouble concentrating. Clear reading objectives and incremental record-keeping helps tutors and their learners to keep track of small reading gains.

"I thought I would be a 'super tutor' --
[but] it takes time to integrate everything."

* * *

"I thought that signs of success would be much more overt."

* * *

"My client isn't a good reader, but she's not as bad as some. I thought that illiterate people were all non-readers."

* * *

"Progress isn't so noticable. You have to settle for little things."

* * *

"I thought his personal problems would be isolated and would not interfere with his learning. That was unrealistic."

* * *

"She has a limited vocabulary; sore means 'cut.' She never heard the word 'soar.' I have to be careful of words. I have to simplify. I was afraid I would be talking down to her."

* * *

"When he understands a certain concept, its great to know you taught it to him!"

* * *

ISSUES FACED BY INSTITUTIONS

Universities need to consider the following issues when employing College Work-Study students as literacy tutors.

Sensitive nature of the job. Students have to be recruited, trained to tutor, supervised and evaluated, just like any other employees. The sensitive nature of literacy tutoring requires more careful attention to these details than usual College Work-Study jobs do. Depending on the administration of the programs, universities can assume varying degrees of responsibility for these tasks. In the Collaborations for Literacy project, students assume major program

load. However, as in other areas of program administration, responsible and committed students can manage many of the details of this important feature of a tutoring program.

Scheduling problems. College Work-Study students are generally undergraduates carrying 16 to 18 credit hours a semester. Engineering, science and music students often have heavy laboratory or practice schedules which restrict the number of three-hour blocks of time available for tutoring at an off-campus site. Tutors also are unavailable during exam periods, semester breaks, holidays, and summer vacation which breaks the continuity of instruction to individuals. In addition, several tutors graduate or transfer each year, making it necessary to recruit replacements. And tutors may be overwhelmed by their demanding course loads and tutoring, and must withdraw from the program. All of these scheduling issues must be dealt with by program administrators.

Funding needs. College Work-Study tutoring programs must locate funds for the 20% matching share of monies required by the Federal Work-Study legislation as well as locate sources of funding for faculty salaries and program administration costs. While the salaries for tutors represent the largest portion of the expenses, additional charges for program operation can exceed those costs. Expenses vary with the kind of administrative structure established and the nature of the literacy project. Thus, it is difficult to provide "true dollar cost" as a general guideline.

In addition to locating funding for tutoring program expenses, Collaborations for Literacy has an additional need to find sources of funds for its research efforts -- which focus on the most effective means to teach adults to read. (As noted in earlier chapters, Collaborations for Literacy has developed a new intergenerational curriculum to be used with adults and children as they learn together, and has carefully monitored the experience of its tutors.) To obtain research funding, yearly proposals must be prepared, which is a time-consuming process. While the project has been fortunate to win several funding competitions, the level of funding is relatively low compared to proposed activities. Thus, Collaborations for Literacy continues to seek funds.

FUTURE PLANS

Long term goals are to implement the model for several more years and to continue to documents its effectiveness. Replication sites are being considered. Although much has been learned, several questions about the model still remain unanswered. These concern the effectiveness of the intergenerational focus and the use of the Reading Rainbow television tapes and books as the basis of a curriculum for teaching reading to adults. However, preliminary information collected through interviews with program participants is very encouraging, and with continued funding, data will be collected to better evaluate these components. According to one adult learner:

"The materials you work with are great for mothers with young children. A lot of people don't spend much time with their children, especially with all the housework...but we have to take time out for the little ones. Everyone keeps telling me that I should go to work, but I want to let my babies grow up. I don't like being poor, but I want to help them while they are around."

FOOTNOTES

¹Hunter, C. and Harman, D. Adult Illiteracy in the United States. N.Y.: McGraw Hill, 1979, p. 7.

² The Adult Illiterate Speaks Out: Personal Perspective on Learning to Read and Write. National Institute of Education, Washington, D.C. 1980, p. 4.

³Kozol, J. "The Crippling Inheritance," New York Times Book Review, March 1985, p. 26.

⁴ Business Council for Effective Literacy Newsletter, Vol. 1, September, 1984, pp. 2-3.

⁵Sanoff, A. and Solorzano, L. "What's Killing The English Language ?", Eastern Report; May 1985, pp. 24-32.

⁶Kozol, J. Illiterate America, N.Y.: Doubleday, 1985, p. 58.

⁷ Re-authorization of the Higher Education Act: Program Descriptions, Issues and Options. Prepared by the Congressional Research Service, the Library of Congress, for the Committee on Labor and Human Resources, United States, February, 1985, p. 23.

⁸Nickse, R.S. "The College Work-Study Adult Literacy Project: A Survey by the National Association of Student Employment Administrators," unpublished paper, September, 1984, pp. 2 and 15.

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